

PUPIL PREMIUM STRATEGY & IMPACT REPORT

2020/21

UPDATED: October 2020

Introduction for Parents & Carers

What is Pupil Premium funding?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students and close the gap between them and their peers. Secondary Schools receive £955 for each student registered as eligible for free school meals at any point in the last 6 years. Schools also receive £2,345 for each student who has left local-authority care because of adoption, a special guardianship order, a child arrangements order, or a residence order. If a student has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £2,345 rate. Children who have been in local authority care for one day or more also attract £2,345 of pupil premium funding but this is delegated to the local authority virtual school. Funding is allocated per financial years and payments are received quarterly: June, September, December and March.

What are the main barriers faced by eligible students?

A range of barriers exist in supporting these students towards high academic achievement. High-quality inclusive teaching within the classroom is regarded as the most effective way to secure sustained improvements in student outcomes. Alongside this, meticulous pastoral care is necessary to assist students in overcoming social, emotional and behavioural barriers to success. Family guidance and a welfare assistance fund can help to overcome socio-economic barriers to high achievement.

How will the impact be measured and how are schools held accountable for the use of funding?

Schools must publish details of how its pupil premium is spent and the effect this has had on the attainment of the students who attract the funding. We intend to evaluate the measures chosen through a review of student achievement data and these are published in the Disadvantaged SEF which is updated at least on a termly basis. Ofsted school inspections report on the attainment and progress of disadvantaged students who attract the pupil premium. School and college performance tables also report specifically on the performance of disadvantaged students. The performance of disadvantaged students and the impact of our strategy are reviewed with the link governor for these students on a termly basis.

When will the school leadership team review the school's pupil premium strategy?

The school leadership monitors the pupil premium strategy on an ongoing basis but formally reviews the approach twice yearly: prior to the new financial year in February and in planning for the new academic year each July.

Pupil Premium Demographics 2020/21					
	Year 7	Year 8	Year 9	Year 10	Year 11
PP Eligible	116	100	90	84	79
YG Total	270	251	240	228	230
% of YG	43%	40%	38%	37%	34%
As of October 2020, 469 out of 1,219 students attract Pupil Premium (Years 7-11). This is 38% of the student body.					
LAST UPDATED: Oct 2020					

Where can I get further information?

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pupil-premium>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/458866/School_inspection_handbook_section_5_from_September_2015.pdf

Actual Pupil Premium Spend 2019/20

Enhanced academic staffing	
x5 Faculty Leader roles (enhanced salaries above UPR)	£77,151
Additional Senior Leadership time available for supporting Intervention	£25,202
Additional timetable weekly planning time for all teaching staff (2 weeks all teaching staff)	£67,762
Enhanced pastoral support staffing	
Additional Pastoral Support workers	£14,903
Parent support advisor	£33,492
Enhanced learning and inclusion support staffing	
Inclusion Leader (Health and Well-being)	£32,189
x3 additional learning support assistants	£36,000
School Counsellor	£39,286
External services	
Enhanced level of Educational Psychology Service SLA	£3,780
External tutoring	£4,752
Additional academic resources	
Enhanced academic screening assessments upon entry	£225
Revision Materials	£275
Stationery and Photocopying	£733
PE Rock Climbing	£336
Art Resources	£476
EBacc Bespoke Revision Materials	£648
Support for PP students to engage in Food Technology	£1,953
Tassomai Software Package in Science	£1,890
MyMaths Package in Mathematics (KS3 focus)	£625
Welfare assistance	
Trip funding support for disadvantaged students	£394
Uniform support for disadvantaged students	£6,024
Music tuition support for disadvantaged students	£6,570
Food for breakfast club and afterschool revision sessions	£1,397
Transport support for disadvantaged students	£1,125
TOTAL SPENDING	£357,188

Strategies used in the previous academic year and assessment of their effectiveness

Plan First. Staff within departments refer to their disadvantaged target students when planning. Clear objectives and success criteria identified by local authority inspection. Positive feedback from students about GPoP and STIR effect on learning. This forms part of the faculty plan for student improvement including identifying. This has been developed further for this year with faculty developed plans ensuring subject specific feedback is given and building on the experiences during lockdown

1:1 Tuition. The school used 1:1 tutoring, using both internal and external staff, to deliver finely focused tuition for specific KS4 students and specific subjects in order to address agreed areas. The effectiveness of tutoring is monitored through subject assessment tasks. Positive feedback from external tutors. Student feedback is also positive about sessions and can communicate improved sub-topics (specifically Maths, Science). Controlled assessments and in the lead up to core internal exams achieved higher standards through tutoring.

Intervention Lead. The SLT incorporates a Deputy Head Teacher (DHT) and an Assistant Headteacher (AHT) with responsibility for Disadvantaged Students and Intervention respectively. Co-ordination for significant aspects of these is the responsibility of the Senior Lead for Intervention/Pupil Premium. They coordinate programmes of in-class intervention through the Achievement Leaders and the Intervention Support/Tutor. Bespoke packages of intervention beyond the classroom are then brokered and coordinated by the AHT. Actions included team-teaching, small-group and 1:1 tutoring and curriculum-wide mentoring.

SLT Mentoring. Disadvantaged students were mentored by SLT. These students were included in the 20:20, taking students on each campus who had the greatest probability of success more quickly. This year this has developed further with the 21:21. Regular meetings to identify blocks to learning and plan action to support including how to revise and interventions with subject staff. SLT mentors will liaise with all classroom staff in weekly timetabled reviews to ensure that issues raised and acted upon across the curriculum. The mentoring is also used to ensure that post-16 education is sufficiently planned for and that any out-of-school barriers to learning are confronted. Feedback from students is that the mentoring has raised their self-efficacy and they feel more empowered to confront worries and find suitable ways to manage competing priorities. Analysis of attendance data shows that attendance has improved for the majority of these students..

KS4 Enhancement. During year 11 all students attend enhancement lessons at the end of the day from 3pm to 4pm. These sessions are embedded into student and staff timetables. A two week timetable ensures that all subjects can access key students. High attendance at enhancement demonstrates student commitment to additional learning time each week. Group work has allowed disadvantaged students to access good role models by changing grouping arrangements from the timetabled classroom lessons

Before School Breakfast Sessions. Subject areas are able to deliver - to year eleven students - 7am breakfast sessions on examination days so that students are able to access an intensive ninety minute review immediately before formal assessments. Some subjects - such as Science - deliver Saturday morning breakfast sessions at local eateries. Student feedback highlights impact on reducing anxieties.

Online software packages: Tassomai. In science all our disadvantaged students in year 10 and 11 have been signed up to this curriculum package. Usage statistics which is tracked by the subject leader. Currently averaging at 4h32 minutes a week per student. Analysis of performance data identifies the impact on students regularly using this and the effect on student progress is captured.

Residential trips. The Science department organises an annual revision camping trip for disadvantaged students where intensive revision is mixed with fun to significant effect. The maths department had undertaken residential revision opportunities. Unfortunately in this year Lockdown occurred meaning none of the residential took place. However this is an annual activity that will recommence once Covid restrictions ease as research confirms the impact of this activity on the progress of disadvantaged students in Science.

Targeted parents evenings. Year 11 now have three parents evenings to improve communication. Pastoral teams prioritise the parents of disadvantaged students in ensuring appointments for students. Information evenings target key students for attendance. The AHT for Intervention is also the link SLT for KS4 and establishes an ongoing programme of 1:1 meetings to support students and their parents as appropriate. Bespoke evenings also form part of the Crestwood calendar for example, targeted revision evenings are held with students and parents to support them in preparation for their GCSEs. Materials are provided for parents and students to support revision. Parents of disadvantaged students are contacted personally which ensures high levels of participation from them in these events. Subject focus evenings are also used to support key students. Again Lockdown was an issue in seeing this through to the end but relationships were strengthened and maintained building for the future.

Quality Assurance Focus Groups. As routine the students chosen for SLT quality assurance reviews are disadvantaged students. Their books are reviewed and they discuss progress and engagement with SLT. SLT self-evaluation has improved precision as a result of undertaking this student-level / book-level analysis. This has cascaded to middle leaders and informed school priorities for the next academic year. The Student Intervention Group comprises SLT, Achievement and Year Leaders along with intervention staff. This group meets at least half termly to review the performance of key students including disadvantaged students to ensure that whole school, faculty and individual student intervention is in place to enhance the performance of students identified as at risk of not meeting expected progress.

Late night study rooms Three nights each week across the two campuses. Students have supervised revision opportunities where a variety of staff support them. Attendance has been high. Feedback has been positive and the provision was enhanced for 2019/20 following student feedback to provide a structured programme of subject specific sessions that students can access. A timetable of these is published to students and their parents on a half termly basis. This was showing great promise and was impacted again with Lockdown. For the upcoming year it is currently suspended under Covid Provision.

KS3 Intervention Core departments have introduced after school KS3 catch up sessions for disadvantaged students who may have fallen behind. Student Tutors from Year 10 support students in need of additional booster opportunities that support enhanced academic progress. This is currently suspended to preserve the KS bubbles.

KS4 Intervention Significant before and after school intervention support students in Key Stage 4. The Disadvantaged SEF captures these. X-Year 11 students return post-16 to work with identified key Year 11 and 10 students providing booster opportunities. Intensive revision and study skills sessions have been provided for students across Years 9 -11. Key students have attended all sessions raising levels of confidence prior to examinations. This is also currently suspended to preserve the Crestwood bubbles. We are exploring online links with ex-Year 11 students working after school to develop this into a virtual/online provision.

Attendance Support. Year Leaders build internal TAFs (Team Around the Family) around our most disadvantaged students who are PAs or have poor attendance. This links with enhanced attendance support provided by staff funded in part by this budget. Relationships with families are strengthened and extended to ensure attendance is greater. This post also links directly with the pastoral support posts

Breakfast Club. The school funds a free breakfast club for targeted students to address basic needs for a small group of students. It is staffed by pastoral staff so that the initiative can identify and address wider concerns. Student engagement is good. Students are observably seen as taking responsibilities in its delivery in ways not previously seen. Marked decline in lesson one incidents with students accessing food/pastoral support offered by the initiative. This provision will relaunch once Covid restrictions ease.

Financial assistance for trips, uniform, food and transport. The school ring fences £15,000 each year to help alleviate the consequences of financial hardship for students by discounting school trips, uniform and school transport when required. The school also offers catering discounts for a small number of families where they don't meet the criteria for free school meals by evidence of hardship is clearly demonstrated. Students feel they have the opportunity to take part in any event without financial barriers.

Enhanced learning and Inclusion staffing. Identifying family dysfunction and mental health difficulties as a key priority for the community, the school has invested in an on-site inclusion provision with a Counsellor employed directly by the school.

Enhanced Academic Staffing Five Achievement Leaders have been appointed across the school to develop the quality of teaching and learning. Departments have been overstaffed to allow for smaller teaching groups and additional intervention classes especially in the core. Quality Assurance activities by the ALs shows its impact on teaching staff developed through the process.

Enhanced Pastoral Support. Year Leaders and Pastoral Support Staff focus on the well-being of our most disadvantaged students. Enhanced Pastoral Support Plans encapsulate the individual's barriers to learning, the strategies implemented and impact measures to date. Student Services records document the breadth of needs that the team addresses in the absence of external support in many cases. Further work to be done in measuring academic impact of such support.

External Services: Educational Psychology. The school has bought a higher level of educational psychology service outreach in order to assist in the accurate assessment of student needs where there is a psychological barrier to learning. Boosted parental confidence. (Owing to more in house skills this does not continue this year as different skills address different needs). Improved relationships and joint working has been the positive impact

Paired Reading in Years 8 and 9 This was highly successful on Shakespeare, less so on Cherbourn owing to the reduced staff presence on that site. Changes were in place as well as introducing Year 7 to the programme, however Lockdown was introduced. This provision has been superseded by the development of Accelerated Reader.

Additional academic resources. The school ring-fences monies annually to support departments in accessing additional funding to support student-level academic intervention. Case studies from specific actions evaluate effectiveness. CPD is a constant drive to improve the classroom teaching for all staff. Specific focus for this year is now centered on embedding the Crestwood Learning Cycle in all lessons. Our school calendar and teaching and learning briefings demonstrates a continued weekly focus on this. Proven effectiveness in the last three years on the Shakespeare campus. Impact is monitored and has contributed to an improving trend for disadvantaged students where there is now little difference between the two campuses and between disadvantaged students and their peers.

Subject-level disadvantaged gap analysis. The school has revised the way it communicates achievement data with subject leaders so that attention is drawn to the differential performance of disadvantaged and non-disadvantaged students. Greater subject team awareness of disadvantaged groups. SIG also prioritises disadvantaged students.

4 Matrix. Purchase of an assessment data analysis tool to support departments in improving their analysis of where underachievement is a concern and to develop more sophisticated identification of areas requiring improvement. This tool is accessible to all staff to input data and access the analysis. Ongoing training takes place to increase the skill set. Wider staff usage is evident and the package is used as part of the SLT scrutiny process with Achievement Leaders.

Data Scrutiny Panels. Achievement Leaders are held to account for the patterns of achievement in their curriculum areas at three individual review meetings with the SLT each year. Clear actions are set to continue closing achievement gaps. Proven impact where underperformance has been highlighted and improvements monitored over multiple years. These panels also identify key performance targets for subjects.

Departmental Bids. All departments can bid for a ring fenced pot of money to run projects aimed at targeting identified disadvantaged students. The impact is measured and decisions made as to whether to continue the funding in the following year. As Lockdown came in in March the measure of impact is only based on the first six months of the funding:

- **Science - Tassomai**

Unfortunately, students did not get the opportunity to use their knowledge gained from Tassomai in formal GCSE exams in 2020. However, Tassomai provided a rich vein of data for us to use when establishing CAG last year. The use of Tassomai was high and provided an excellent source of information to aid in the fine ranking of students as part of our CAG process.

- **Maths - My Maths**

We use MyMaths as a resource to support students from all year groups. They are set weekly tasks - with access to lesson resources as well as check - in homework tasks. Many KS4 students used the resource to supplement their revision programmes, completing lesson tasks that they had missed. The "Booster" sections enabled several students to boost their attainment by a grade.

All staff can see the students results and how many times they have tried a task – feedback is given with hints for success.

MyMaths was an invaluable resource during lock down. Our students were able to access it and complete tasks using MyMaths on their phones. Some students struggled to access the virtual lessons but were able to complete MyMaths tasks and as a result continue to make progress.

We used the results from MyMaths to help us chose starting points for our return to school curriculum

- **Food Technology - Ingredients for Food**

Pupil Premium money was used by the Technology team to buy materials and ingredients for students who would have otherwise struggled to afford these. This in turn meant students were able to keep pace with their peers, who were providing their own, and not miss out on vital learning opportunities in

practical lessons due to lack of materials and ingredients. The skills students develop through practical lessons is essential to their success in the subject and sets them up with a skill set for later in life. Too often, without this funding, practical lessons will get marginalised and students are not able to develop the skills and can miss out on opportunities given to cook and develop their ability to do this outside of school.

- **PE - Climbing Activity**

Climbing has a huge influence on the progress of individual sports for our pupil premium students. This improved their overall grades by up to 10%. All disadvantaged students that took advantage of this opportunity saw their GCSE grade improve by at least 1 grade.

- **Art - Enhanced individual materials**

Funding for 20 sets of better quality art equipment for use across the art department on both campuses. Some of these sets were given to identified pupils and some were used to lend out to students, with the focus being on Pupil Premium for year 11. These sets were mainly used to enable students to have access to equipment at home and further their use in enhancement time. Of the 37 pupil premium students in year 11 who studied Art, many were positively impacted by the use of this equipment, however due to much of the equipment in the packs being lent out on an individual basis, as and when needed, it was much harder to measure the exact impact on the individual student. Student feedback on the chance to use these resources was positive and they felt that it enhanced the quality of their artwork.

- **Geography, History, Languages - Bespoke individual revision materials**

In Languages the money was used to provide paper copies of all Knowledge Organisers used in GCSE Spanish to our disadvantaged students. This meant that students were able to confidently prepare for their Speaking and Writing mock exams which showed improvements compared to previous data collections. This provided appropriate evidence to award Centre Assessed Grades that reflected their potential.

In Geography the money was used to buy high quality revision guides for the GCSE specification for all disadvantaged students. This in particular benefited those who were unable to access the digital revision materials created by the department. The revision guides were also used in lessons and enhancement time to supplement the teaching and learning in the classroom.

In History the money was used to print revision materials as History GCSE for Eduqas does not have published revision guides. This enabled the department to provide revision materials for all disadvantaged students to supplement their at home revision and attendance at enhancement.

2020-2021

Pupil Premium Funding Received

Crestwood Community School has received £212,201 pupil premium funding for the first part (September to March).

As schools don't know how much funding will be allocated for the latter part of the school year (April to August), we report - initially - on the funding up to the end of March. This report is updated each April when all information is available.

Funding for previous academic years was as follows:

2019/20	£357,188
2018/19	£336,562
2017/18	£328,201

Pupil Premium Spending Intentions for the 2020/21 School Year (Sept - Mar)

Enhanced academic staffing	
Additional Senior Leadership time available for supporting Intervention	£15,000
x 5 Faculty Leader roles (enhanced salaries above UPR)	£17,000
Intervention Manager and team (includes RKY, KLT & CCR)	£30,000
Inclusion Leader (Health and Well-being)	£15,500
Additional timetabled planning period for all teaching staff weekly	£36,000
Enhanced pastoral support staffing	
Attendance and Parental Support Officer	£20,000
Enhanced learning and inclusion support staffing	
x2 CSA	£21,000
School Counsellor	£25,000
External services	
External Tutoring (<i>funding to support remote learning</i>)	£3,000
Additional academic resources (Costs projected for the full academic year)	
Enhanced academic screening assessments upon entry	£3,000
Accelerated Reader	£7,000
School Library Service	£4,000
Maths -Scientific Calculators	£810
Geography Revision resources	£564
History - Revision Resources	£530
RE - Revision resources	£122
Music - Instrumental lessons	£285
Textiles - Materials for products	£1,000
Food Technology - Ingredients	£4,000
Science and Food - Aprons	£356
Dallaglio Rugby Works	£2,500
ASDAN - new course set up	£2,000
Tassomai Software Package in English & Science	£4,000
MyMaths Package in Mathematics (KS3 focus)	£600
Student Tutor Scheme	£1,500
Bespoke revision materials	£1,000
Welfare assistance (Costs projected for the full academic year)	

Trip funding support for disadvantaged students	
Uniform support for disadvantaged students	
Music tuition support for disadvantaged students	£15,000
Food for breakfast club and afterschool revision sessions	
Transport support for disadvantaged students	
TOTAL PLANNED SPENDING INTENTIONS.	£230,767

Please note that the figure of £230,767 includes full academic year projections for additional academic resources and welfare assistance costs. All other costs have been pro-rata for September to March to reflect the funding currently received. This report will be updated in April 2021.

Spending Rationale

Enhanced academic staffing: We follow the approach - based upon educational research - that supporting whole-school high-quality inclusive teaching within the classroom is the most effective way to secure sustained improvements in student outcomes. For this reason, we have invested a significant amount of the Pupil Premium budget in the funding of senior staff who can support the continual improvement of the school's teaching practice and staff expertise. Initiatives such as prioritising curriculum planning, focused whole school developments as the main CPD strategy in faculty planning time are regularly used to accelerate the progress of students. Additional weekly timetabled time was given to staff for joint planning purposes as well as all whole school planning. Research from the Education Endowment Fund (EEF) suggests that these strategies can have a very positive impact on the progress of disadvantaged students.

The EEF identify teacher feedback has the second biggest impact on the progress of students from a disadvantaged background. It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation. This feedback can be verbal, written, or can be given through tests or via digital technology. This feedback has been fine tuned within faculties to ensure consistency of approach within subjects/faculties.

Extending the school day through Enhancement sessions manned by specialist staff: The evidence indicates that, on average, students make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged students benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers. After-school programmes that support and encourage children academically while providing stimulating environments and activities are more likely to have an impact on attainment.

Enhanced pastoral support staffing: The school has invested resources in the development of enhanced pastoral support systems in response to the recognition of the significant barriers to learning faced by a sizable number of disadvantaged students.

We now have pastoral staff running breakfast clubs on both campuses so that they can intervene early with concerns.

Enhanced learning and inclusion support staffing: In September 2014 we created an Inclusion Support team, distinct from the school's pastoral and learning support services, to intervene with those students with complex case histories who are at risk of significant under attainment.

This team has expanded in September 2016 to include an accredited School Counsellor to ensure that students can receive early intervention without relying on the referral processes of stretched external services.

Our Inclusion Leader (Health and Wellbeing) has a wide-ranging remit, with particular focus on Children in Care, Young Carers and those students who require personal planning to improve school-attendance after experiencing social, emotional or mental health difficulties. This post has been developed further from September 2020 following lockdown and the natural development of the service. It includes Remote Learning on a regular timetabled basis for all students having difficulties in attending the mainstream setting

The Inclusion Leader (Health and Wellbeing) works with children in care, post looked after children and some of our children who are struggling to come into school or who are struggling to follow the school rules. The

Inclusion Leader (Health and WellBeing) builds multi agency packages around these children to try to help them succeed in education and feel as though they belong in a safe well rounded friendship rather than move into un-secure attachment groups and friendships. The Inclusion Leader (Health and Wellbeing) coordinates multi agency meetings which include the police, YCP, ASB panel lead, housing and head of The Bridge Education Centre to ensure a joined up approach across the community as well as the school. The lead then creates plans around these students which brings strategies into the classroom and pastoral support in school. These plans can include referral to CAMHS, YCP, EHH and EP but can also include work experience and college links, in-class support and teacher support to adapt teaching methods to suit the student. Additionally the inclusion offer as a part of the structured timetable has been strengthened with the appointment of an intervention teacher working alongside the intervention lead and support. The offer now includes ASDAN which is offered to year 11 and Year 10 initially (selected students). This group also works alongside the Learning support department to support key students who have become more disaffected.

External services: Currently we are exploring the government's National Tutoring Programme initiative to see if the students can benefit from the offer. A webinar has been accepted.

Additional intervention and academic resources: The school ring fences funding for targeted intervention and additional academic resources over the course of the year by individual subject areas. These are then evaluated through an analysis of student progress data to determine whether initiatives should be continued, adapted or expanded in the future.

The role of the Intervention Support Leader/Tutor specifically focuses on classroom based intervention strategies to support students at risk of underachieving working directly with classroom teachers and Achievement Leaders. They also broker and deliver enhanced intervention based on a wave approach in response to data analysis to target the performance of key students.

Family financial assistance: The school remains committed to the above to provide - from a welfare fund, subsidies for trip funding, uniform, music tuition, food, and transport. Criteria for assessing the welfare fund is available from the school admin team.

Attendance support: Funding is in place paying for attendance staff to improve student attendance. As when students are in school greater progress is made. This is an ongoing commitment maintained by the school.

Counselling support: Funding for a qualified support counsellor is in place working directly with vulnerable students supporting them in school and developing strategies for outside too. This is an ongoing commitment maintained by the school.

Breakfast Club: This provides a breakfast for those students who do not start the day with appropriate nutrition. Students are directed to this provision. Others are accepted in a catch all approach. Owing to COVID this has been modified. All tutor groups get a large bowl of fruit and cereal bars. This is open to all and tutors are aware of who needs to have priority access. This will continue during COVID guidance and revert back following better circumstances.

Free School Meals: During Lockdown Crestwood did not issue the government vouchers. Instead they organised for a third party company to deliver food parcels to all families with students who were eligible for Free School Meals. This stopped during the summer as the government voucher scheme was used to give families more flexibility.

Assessment Screening: All students are screened for Dyslexia on entry and appropriate plans are put in place. This will continue

Bespoke Revision Materials: Materials were provided for years 10 and 11 which helped during Lockdown. These are recycled for the next year 10s. This will be ongoing.

Transport and Uniform costs: Many students were and are helped with costs associated with these two issues reducing further the barriers to attending and progress with their learning.

PiXL: This was used extensively in Maths in particular but also in other subjects such as Geography and History. This is being extended this year with more year groups involved. Used during Lockdown year 10 were able to positively access the strategies provided. PiXL resources are used by the Key Stage 4 Year Team to support students and parents in preparation for their GCSEs.

Enhancement: This was established as a timetabled event after school for all subjects. This has been fully timetabled matching the student's timetables and is currently being run as online Google Meet lessons

following the success of the work during Lockdown. Attendance is high and student feedback confirms that they value this provision.

Tassomai: This was used in a similar way to PiXL in Maths for Science. It has been extended this year to include English. The future will be looking at KS3. Science data analysis shows a clear and demonstrable impact of Tassomai use on student progress.

My Maths: This is the provision for Maths at KS3 instead of PiXL.

Student Tutoring: This continues building on the success of previous years. Whilst smaller in number this year we were able to target Maths and English as targeted support for year 11. This has grown this year with 18 tutors recruited. We are exploring how this can continue during COVID – online seems the strongest possibility.

Lockdown Learning: We developed rapidly an online learning environment which was able to engage many students in structured timetabled learning. Students were targeted for support which included printed resources linked to the lessons, specialist equipment for practical subjects. This also included the government's IT strategy of some additional hardware which was supplemented by using all of the equipment in school normally booked out for lessons. The school also purchased some additional machines from its own resources. This ensured that many students who couldn't access the lessons could with the enhanced ICT equipment provided. It also means in the event of another Lockdown the infrastructure is already in place. Students also had access to Achievement Leaders in all of their lessons

Pastoral Support: In addition to the ongoing support, students and families were supported with regular contact via phone calls, emails and meetings in a COVID secure way. External agencies were also included if the need arose. These relationships which developed further are being developed further now we are operating more normally.

Remote Learning and Changes to ASPIRE: For those students who have been out of school for long periods or are struggling to return for one reason or another a remote learning timetable has been created for KS3 and KS4. This is through Google Classroom and Meets. Students receive lessons in Maths, English, Science, EBACC subjects and Technology. This helps to develop relationships with teachers in school to aid reintegration.

ASPIRE has also been reconfigured making them site specific and working on Mental Health issues as well.

Accelerated Reader: We have decided to introduce Accelerated Reader in KS3 in order that we can target more students earlier and reduce the need to firefight in Year 11. The Achievement Leader for English and her team are leading on this. The principle here is to improve students' reading and literacy giving greater access to resources in all subjects which are word based. Regular monitored access to the levelled books and a development to Drop Everything and Read is key to the regular access to reading and its improvement. The library and all staff have been trained to support and assess.

Tutor Time: In tutor time the students in Year11 will be working on additional projects from Maths, English and Science to support the foundations of each subject and the basics which might have been forgotten over the last 6 months. Year leaders have also developed bespoke timetables for Year 11 students whereby they target key subjects through accessing a GCSE Portal that houses online lockdown lessons to support student revision.

NTP: We have signed up to the National Tutoring Programme to receive information but are still unclear about how and when it will start and what impact it could have.

ASDAN: It was decided to introduce a new course which was not exam based but portfolio based. This would reduce the pressure for those identified and allow a focus and support for the other remaining courses as well as getting a recognised qualification (CoPE/AoPE). Students are mentored by the staff delivering the course who also have direct contact with learning support. 40% of the students are disadvantaged which is higher than the proportion of disadvantaged students in current Year 11.

Dallaglio Rugby Works: This is a nationally recognised course run by a national organisation with links to rugby internationals. This is aimed at years 8 and 9 who will benefit from a year of structure with an aim to use the values of rugby to develop essential skills that will support students and their journey through secondary school. Disadvantaged students are being prioritised for this programme.

Bids for additional funding: As with previous years' subjects are encouraged to bid for additional funding to support the disadvantaged students. In the bid they have to name the students and suggest the impact the

funding will have. At the end of the year they have to produce a report stating what the impact was and how it could have been changed to have greater impact. These are reviewed on a case by case basis by the SLT who pay particular credence to a track record of impact on the progress of disadvantaged students.

The Bids currently being explored are

- Food Technology - Ingredients normally provided by families
- Textiles - Materials normally provided by families
- Maths - Calculators
- Science - Residential revision programme
- Geography - Revision Resources
- History - Revision Resources
- RE - Revision materials
- ASDAN - resourcing new course
- Dallaglio Rugby Works
- Music - instrument lessons for students