

1. Summary information					
School	Beaumont Hill Academy			Type of SEN	PMLD/SLD/MLD/ASC/SEMH
Academic Year	20-21	Total PP budget	£164,293.75	Date of most recent PP Review	July 21
Total number of pupils N-Yr11	267	Number of pupils eligible for PP (N-Yr11)	142	Date for next internal review of this strategy	Jan 22

2. Review of 2019 - 2020											
Percentage of pupils making expected progress each term: PP v Others 2019-20						Percentage of pupils making expected progress each term: PP v Others 2019-20					
English	Gap 18-19	Spring 2020				Maths	Gap 18-19	Spring 2020			
		Pupil Premium	Non Pupil Premium	Gap	SIG / INS			Pupil Premium	Non Pupil Premium	Gap	SIG / INS
KS1	12.5%	100%	100%	0%	KS1	6.2%	100%	100%	0%		
KS2	-6.1%	96.9%		3.6%	KS2	0.8%	100%	100%	0%		
KS3	-6.2%	87%	96.3%	-9.3%	KS3	-0.9%	85.2%	77.8%	7.4%		
KS4	-19.2%	66.7%	87.5%	-20.8%	KS4	-10.9%	48.3%	66.7%	-18.4%		
PP v Others Attendance 2019-20											
Attendance	Difference 19-20	Whole year									
		Pupil Premium	Non Pupil Premium	Difference 19-20	SIG / INS	Difference in PP attendance 18-19 to 19-20	Difference in non pp attendance 18-19 to 19-20				
Year 1	+1.71%	94.3%	96.3%	-2%		-2.47%	+1.24%				
Year 2	-3.74%	96.2%	97.4%	-1.2%		+2.87%	+0.33%				
Year 3	+2.78%	92.1%	96.5%	-4.4%		-3.47%	+3.71%				
Year 4	+4.73%	95.6%	94.1%	+1.5%		-2.52%	+0.71%				
Year 5	+11.84%	95.3%	86.6%	+8.7%		-0.36%	+2.78%				

Year 6	-0.15%	91.8%	87.5%	+4.3%		-3.71%	-8.16%
Year 7	-5.21%	95.9%	97.9%	-2%		+4.83%	+1.62%
Year 8	-2.89%	95.3%	96.4%	-1.1%		+0.6%	-1.22%
Year 9	+22.99%	94.8%	94.2%	*0.6%		+4.46%	+26.9%
Year 10	-13.8%	85.7%	77.9%	+7.8%		-4.36%	-17.24%
Year 11	-2.7%	81.3%	95%	-13.7%		-11.36%	-0.36%
Whole school	+1.18%	93.22%	93.19%	0.03%		+0.68%	+1.83%

2020 – 2021 Pupil premium pupils account for 55.1% of the school population.

There are 6 Forces pupils on roll

3. Barriers to future attainment (including characteristics likely to be exhibited by PP pupils) I = in-school E=external (to be addressed with other stakeholders)

A.	The increasingly complex and profound presentation of SEN makes curriculum provision more challenging. (E/I)
B.	The need to provide diagnostically targeted, personalised actions and approaches to address complex individual barriers (I)
C.	Significant emerging mental health issues involving complex social and emotional needs impact on pupils ability to engage positively with learning this is more apparent following pandemic (E/I)
D.	Lower attendance of KS4 PP pupils impacts upon rates of progress. (E)
E.	Less resourceful families (social and cultural capital, aspirations, home study) and reduced engagement with the academy structures and personnel. (E)
F.	Covid - 19 – see separate COVID strategy

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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A & B	Improved PP attainment and progress through a well-designed curriculum offer and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.	Pupils eligible for PP make more progress (against their personalised targets) than Others. The difference is diminished, especially in KS4 English and Maths
C.	Engagement with learning increases and social and emotional outcomes improve for targeted pupils, measured by a reduction in infringements of the behaviour system (including exclusions where appropriate).	PP pupils are as well-engaged in learning during formal lesson observations and learning walks. Targeted behaviour interventions positively impacts PP pupils as demonstrated through SIMs behaviour data. The difference in days lost to FTE for PP and Others is diminished.
D.	Increased attendance for PP pupils throughout the academy, in comparison to the rise in that for Others.	The attendance of Key stage 4 Yr. 11 pupil premium pupils to improve at a higher rate than that of others To diminish the difference between key stage 4 PP and others attendance
E.	Greater engagement and involvement of all PP families regardless of home resources.	PP parents to be engaged with all aspects of BHA life, measured by increased engagement with the family wellbeing team, more positive questionnaire responses, increased response to home school communications in comparison to recent years.
F	Pupils returning to school post COVID will settle into school and develop new routines and relationships	Pupils will be emotionally regulated to engage in learning and make good academic progress

Academic year		2020 - 2021		
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Approximate costs	Lead
<p>A and B Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.</p>	<p>English</p> <p>To further enhance the quality of teaching and pedagogical learning approaches across the school</p> <p>Whole School: Implement a weekly whole school reading focus.</p> <p>Teach pupils to use strategies for planning and monitoring their creative writing skills</p> <p>Targeted CPD focusing on the implementation of whole word/ phonics teaching approaches both for teaching English teachers and as a cross curricular literacy strategy.</p>	<p>There was a significant difference in KS4 English which needs to be addressed</p> <p>Small group delivery, high aspirations, personalisation of learning and associated specific feedback and parental engagement, oral language intervention and reading comprehension strategies have been acknowledged and validated (EEF) as having the most impact on progress.</p> <p>Personalisation of learning and smartly targeted interventions can be used</p>	<p>English Leads for Primary and Secondary will lead on implementing and monitoring these strategies and their impact on students English progress</p> <p>Data tracking of these students to show impact of the approach.</p> <p>Assessment leads to monitor personalisation of learning strategy for subject leads to swiftly address and diminish the difference and ensure that individual personalisation of targeted English learning and 1:1 intervention has been implemented effectively and that impact is tracked.</p>	<p>JKe/ SMc</p>

	<p>Personalised SMART intervention targets for any pupil identified as not making expected progress in English</p> <p>Implementation of blended learning offer.</p> <p><u>Primary Subject Lead - Sam McCormack</u></p> <p>All primary staff [inc TAs] to be trained in RWI to ensure excellent teaching of phonics and to use RWI model to teach children from EYFS to higher up the school. [Refresher courses offered by SMc in-house]</p> <p>Ensure teaching staff are trained in how and what to teach in reading beyond sound and word recognition and simple retrieval of information. The shift to complex comprehension needed:</p> <ul style="list-style-type: none"> • Activating and using prior knowledge to make connections • Predicting • Visualising • Asking and answering questions • Summarising • Synthesising • Critical thinking 	<p>to develop a common approach to English across the curriculum</p> <p>Students at year 7 who EEF Links Feedback + 8 months Small group tuition + 4 months 1:1 interventions + 5 months Phonics + 4 months Reading Comprehension + 6 months</p> <p>Primary All staff to be trained and use RWI phonics programme – because some children were not accessing this in EYFS; it has been successful in building reading skills across primary.</p> <p>ALL TAs need to be trained so that if there is movement of staff this will</p>		
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	<p>Training; MTPs to provide guidance / clarification</p> <p>Develop wider reading for pleasure After students have graduated from RWI [working at Y2 reading], ensure they are still reading regularly - books which are appropriate to their ability.</p> <p>Continue to successfully use LRC books to support topic being taught to encourage wider reading.</p> <p>Book nooks; shelving' high quality picture books; high quality fiction and non fiction; book bags</p> <p>World Book Day focus + Regular opportunities for storytelling; DEAR; online story video; encourage more proficient readers to read stories to younger children; give all pupils opportunity to read aloud</p> <p>Ensure planning includes: 1. Developing understanding that writing is a way of communicating for a variety of purposes – role play; teacher modelling writing eg. writing shopping lists</p>	<p>not hinder delivery of RWI phonics</p> <p>Whilst staff are now confident teaching reading skills up to Y2, there is less confidence and evidence of reading skills in books of beyond Y2</p> <p>English subject audit suggested reading for pleasure was not a priority for children and their families, particularly PP children</p>		
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	<p>2. Representing stories and experiences through pictures, dictation, and in play – DEAR, story time, role play, songs, nursery rhymes</p> <p>3. Experimenting with a growing variety of writing tools and materials, such as pencils, crayons, and computers – indoor and outdoor opportunities for daily mark making</p> <p>4. Progressing from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing families words such as their own name – moving towards independent writing</p> <p>Mark making; fine and gross motor skills opportunities Share ideas / resources</p> <p>Staff training re the stages of the writing process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Sharing • Evaluating • Revising • Editing • Publishing. <p>Secondary – Subject lead Jennifer Keaveney</p>	<p>Again – confidence in teaching higher order writing skills was highlighted as a development area for staff in English audit. Creative writing and writing for real purpose / audience needed more representation in planning</p>		
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	<p>Specialist diagnostic assessment to support targeted interventions in KS4</p> <p>Personalised SMART intervention targets for any pupil identified as not making expected progress in English</p> <p>Development of a range of accreditations in relation to the different KS4 curriculum pathways</p> <p>Practice of exam techniques and working under exam conditions in class.</p> <p>Retrieval practice of exam skills KS3- retrieval practice of reading/writing/ spoken language skills links to topics.</p> <p>Early entry in Yr. 10 and 11 for Functional skills qualifications in addition to GCSE English.</p> <p>Implement Accelerated Reader where appropriate and additional regular summative learners in KS4</p>			
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	<p>English / literacy visits to support KS4 accreditations (depending on COVID permitting)</p> <p>Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling.</p> <p>Teach writing composition strategies e.g. report writing through modelling, creative pedagogy and supported practice.</p> <p>Develop pupils' transcription and sentence construction skills through extensive practice.</p> <p>Reading interventions with parental involvement and engagement.</p> <p>Purchase of reading books, revision guides and textbooks to support learning both in school and at home</p> <p>Whole school celebration of World Writing Day (24th June 2020)</p>			
<p>When will you review implementation?</p>				

Autumn term:	<p><u>Primary English</u></p> <p>The % of KS1 students who are on track to meet their good progress stage target is 100%, 80% of these are on track to exceed their targets.</p> <p>The % of KS2 students who are on track to meet their good progress stage target is 86%, 37.1% of these are on track to exceed their targets.</p> <p>The difference between PP and Non-PP at KS1 is 0, the difference between Ks2 is 11.4%</p> <p>Workpacks sent home along with online access to reading and writing activities + phonics</p> <p>MTPs have the range of reading and writing skills in them from EYFS/Y1 – Y6</p> <p>DEAR lessons continue daily</p> <p><u>Secondary English</u></p> <p>Blended learning strategies were supported through whole books being sent home, online learning and English topic specific workbooks.</p> <p>The difference in progress between PP and Non PP pupils in English is -0.7% at this point in the 20-21 academic year.</p> <p>The difference in progress between PP and Non PP pupils in English is -33.3% at this point in the 20-21 academic year.</p>
Spring term:	<p>KS1 – the % of pupils on track to meet their good progress stage targets is 100% and 100% to exceed</p> <p>KS2 - the % of pupils on track to meet their good progress stage targets is 92% and 65.9% to exceed</p> <p>KS3 - the % of pupils on track to meet their good progress stage targets is 72 % and 14.9% to exceed</p> <p>KS4 – GCSE 83.3% to meet and 8.3 to exceed,</p> <p>FS – 85.7 to meet and 33.3% to exceed</p> <p>Step-up – to meet 90% and 60% to exceed</p> <p><u>Primary</u></p> <p>Successful phonics screening this year with 2 children in ELo and EJe class achieving a pass.</p> <p>RWI ebooks available for all at home and in school as part of blended learning offer.</p> <p>Oxford Owl e-library available to all at home.</p> <p>Role play / props boxes to aid child exploration of speaking and listening</p>

	<p>Secondary Blended learning strategies were supported through whole books being sent home, online learning and English topic specific workbooks. Library has been developed and further plans made to support reading across the academy. Targeting the most vulnerable of groups. Approaches to reading strategy shared with all staff</p>																		
<p>Summer term:</p>	<p>Primary Primary library created – range of reading books that go alongside RWI as well as Project X and other Oxford reading schemes Big Books linked to topics Training to staff re teaching the stages of reading and writing</p> <table border="1" data-bbox="371 715 1122 946"> <tr> <td>English</td> <td>KS1</td> <td>0%</td> </tr> <tr> <td></td> <td>KS2</td> <td>4.5%</td> </tr> <tr> <td></td> <td>KS3</td> <td>20.5%</td> </tr> <tr> <td></td> <td>KS4</td> <td>3.7%</td> </tr> <tr> <td></td> <td>KS5 (Reading)</td> <td>0%</td> </tr> </table>				English	KS1	0%		KS2	4.5%		KS3	20.5%		KS4	3.7%		KS5 (Reading)	0%
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<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure effective implementation? Approximate costs</p>	<p>Lead</p>															
<p>A and B Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target.</p>	<p>Maths Whole School Audit of Maths resources To further enhance the quality of teaching and pedagogical learning approaches within Maths:</p>	<p>These was a significant difference in KS4 English which needs to be addressed Small group delivery, high aspirations, collaborative learning, personalisation of learning and associated specific feedback and</p>	<p>Maths Leads for Primary and Secondary will lead on implementing and monitoring these strategies and their impact on students Maths progress</p>	<p>RBi HGr</p>															

<p>This will be measured by in-school tracking data.</p>	<p>Regular summative testing and high-quality meaningful feedback for all learners.</p> <p>Personalised intervention targets for any pupil identified through diagnostic assessment as not making expected progress in Maths</p> <p>Regular homework set including use of online resources and programmes.</p> <p>Targeted CPD focusing on multi-sensory approaches to Maths</p> <p>Parental involvement in multi-sensory approaches to Maths at home Implementation of blended learning offer.</p> <p>Primary Work across the school to ensure continuity between Primary and Secondary Mathematics.</p> <p>Regular mathematics curriculum adaptations to suit pupil's development.</p> <p>Targeted CPD focusing on multi-sensory approaches and any necessary staff subject development needed.</p> <p>Implementation of a broad and balanced blended learning offer,</p>	<p>parental engagement has been acknowledged and validated (EEF) as having the most impact on progress.</p> <p>Personalisation of learning and smartly targeted interventions can be used to develop a common approach to Maths across the curriculum</p> <p>EEF Impact Evidence Links Feedback + 8 months Small group tuition + 4 months 1:1 interventions + 5 months. Collaborative learning + 5 months</p>	<p>Data tracking of these students to show impact of the approach.</p> <p>Assessment leads to monitor personalisation of learning strategy for subject leads to swiftly address and diminish the difference and ensure that individual personalisation of targeted maths learning and 1:1 intervention has been implemented effectively and that impact is tracked.</p>	
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	<p>ensuring pupils receive the same learning as they would in school – when at home.</p> <p>Purchase of concrete resources such as; Numicon, number rods and sensory numbers to support learning and development.</p> <p>Practice examinations for named pupils (where appropriate)</p> <p>Support for parents (where needed) to enable them to support with blended learning offer and/or homework.</p> <p>Regular summative testing to assess retrieval – staff to revisit learning from over the last block on a regular basis.</p> <p><u>Secondary</u></p> <p>Purchase and use of Maths teaching resources including sets of textbooks.</p> <p>Practice of exam techniques and working under exam conditions in class.</p> <p>Early entry in Yr. 10 and 11 for Functional skills qualifications (Entry Level and L1) in addition to GCSE Maths.</p> <p>After school study club for Yr. 11 accreditations</p>			
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	<p>Maths club for pupils as appropriate.</p> <p>Weekly Maths challenges</p> <p>Weekly revision of content covered, especially with KS4 pupils</p> <p>Low stakes assessment at the beginning of lessons to reiterate key skills that will be required throughout the coming lesson</p>			
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When will you review implementation?

<p>Autumn term:</p>	<p>Primary Mathematics - Blended learning has been a success, staff have used online platforms to support parents at home such as White Rose maths videos and Mathletics. Within KS1 and KS2 mathematics, the difference in progress between PP and Non PP pupils in Maths is 0% so far in the 20/21 academic year. In KS1 Maths the percentage of pupils expected to meet their end of year target is 100%, the percentage of pupils expected to exceed their end of year target is 75% In KS2 Maths the percentage of pupils expected to meet their end of year target is 97.1%, the percentage of pupils expected to exceed their end of year target is 37.1%</p> <p>Secondary Mathematics In KS3 Maths 84.8% of pupils are predicted to meet or exceed their end of year targets. In KS4 Maths (FS EL) 79.2% of pupils are expected to meet or exceed their end of year targets. In KS4 Maths (FS L1) 100% of pupils are expected to meet or exceed their end of year targets. In KS4 Maths (GCSE) 71.4% of pupils are expected to meet or exceed their end of year targets. In KS5 Maths overall 86% of pupils are expected to meet or exceed their end of year targets.</p>
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Spring term:	<p>KS1 – the % of pupils on track to meet their good progress stage targets is 100% and 100% to exceed KS2 - the % of pupils on track to meet their good progress stage targets is 92.7% and 56.1%to exceed KS3 - the % of pupils on track to meet their good progress stage targets is 85.1 % and 19.2% to exceed KS4 – GCSE 58.3% to meet and 16.9 to exceed, FS – 71.4 to meet and 14.3% to exceed EL – to meet 70.8% and 12.5% to exceed</p>																		
Summer term:	<table border="1"> <tr><td>Maths</td><td>KS1</td><td>0%</td></tr> <tr><td></td><td>KS2</td><td>6%</td></tr> <tr><td></td><td>KS3</td><td>20.5%</td></tr> <tr><td></td><td>KS4</td><td>2%</td></tr> <tr><td></td><td>KS5 (Number)</td><td>15.6%</td></tr> </table>	Maths	KS1	0%		KS2	6%		KS3	20.5%		KS4	2%		KS5 (Number)	15.6%			
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Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Who will lead? Approximate costs	Lead															
<p>A and B Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.</p>	<p><u>Students with ASC</u></p> <p>The targeted use of support to develop proprioceptive sensory processing and self-regulation skills. To enhance the attainment of pupils eligible for PP through access to a sensory diet</p> <p>CPD – Planning and delivering a sensory diet from specialist ASC consultant and OT advice.</p>	<p>Evidence gained in school demonstrates through effective pedagogy and application of appropriate resources in, for example, ASC classes, there has been significant improvements in children's abilities to self-regulate.</p>	<p>To ensure effective CPD and sensory strategies are implemented.</p> <p>Manage resourcing and delivery of provision and strategies</p> <p>Analysis impact on attainment for pupils with complex needs who are</p>	SD															

	<p>Resourcing for a new sensory resource room to expand access and delivery of proprioceptive, sensory processing and self-regulation strategies</p> <p>Identify and develop OT champions (TAs)</p> <p>Sensory diet items available in all classrooms</p> <p>Amendments to mark sheets to record strategies implemented.</p>	<p>Childrens ability to self regulate enables them to be in the optimal state for the learning event to take place (Kuypers 2011).</p>	<p>eligible for pupil premium funding</p>	
When will you review implementation?				
Autumn term:	CPD on hold at present due to COVID			
Spring term:	sensory items have been ordered for class groups across the school.			
Summer Term:	Changes made to marksheets to show adaptations strategies for students not on track. This is to be monitored by HoD in weekly behaviour meetings which has been on hold due to COVID, resumed WB 8.3.21 and through data anaylsis by subject leads			
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Who will lead? Approximate costs	Lead
A and B Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy.	<u>Alternative / personalised curriculum</u> To support alternative educational provision for those students requiring	Ongoing evidence of the value of alternative personalised learning and outdoor education, residential opportunities and	HOD to identify students in need of alternative personalised learning and outdoor education, residential opportunities	PRa, VMa, KCo RBU

<p>QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.</p> <p>C. Engagement with learning increases and social and emotional outcomes improve for targeted pupils, measured by a reduction in infringements of the behaviour system (including exclusions where appropriate).</p> <p>D Increased attendance for PP pupils throughout the academy, in comparison to the rise in that for Others.</p>	<p>more vocational opportunities and specialist social interventions</p> <p>To provide targeted pupils with adventure learning based residential visits subject to restrictions in place being removed.</p> <p>To provide targeted pupils with adventure learning outdoor learning opportunities with a specialist provider</p> <p>To provide targeted pupils with individualised social interventions based in the community or through the outdoor education learning programme</p> <p>To provide curriculum enrichment activities with adventure learning based focus linked to their curriculum offer / personalised targets.</p> <p>Access to regular cultural capital visits for targeted groups of learners</p>	<p>adventure learning on pupil's engagement in education and positive benefit on academic learning. EEF evidence further supports this, stating "perseverance and resilience are developed through adventure learning and wider outcomes such as self-confidence are seen".</p> <p>EEF links Outdoor adventure learning + 4 months Collaborative learning + 5 months 1:1 interventions + 5 months</p>	<p>and adventure learning and monitor progress</p> <p>SLT for Behaviour to analyse the impact on attainment, progress and engagement of those pupils who are offered alternative education opportunities</p>	
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<p>When will you review implementation?</p>	
<p>Autumn term:</p>	<p>This provision is currently on hold due to restrictions in place for COVID Two targeted class groups have accessed OE morning visits on a rota There are currently no students accessing alternative provision</p>
<p>Spring term:</p>	<p>COVID 19 restrictions have continued to impact on the OE / Cultural Capital Visits provision. Class groups identified as having an identified session have accessed the school grounds or have identified 1;1 time with staff member.</p>
<p>Summer term:</p>	

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Who will lead? Approximate costs	
<p>A and B Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.</p>	<p><u>Implementation of Golden Threads</u></p> <p>Whole school approach to implementation of Golden Threads and the strategies appropriate to student's needs.</p> <p>Appropriate CPD linked to the whole school Golden Threads</p> <p>Access to cultural capital visits for targeted groups</p> <p>English and maths impact on transferable core skills in both discreet and cross curricular skills.</p> <p>Visuals to support in and around school classrooms.</p>	<p>Developing and empowering learning power including self-awareness has been acknowledged and validated (EEF) as having the most impact on progress. EEF links Metacognition and self-regulation + 7 months</p>	<p>Data tracking of these to show impact of the programme in core learning (English and Maths) and development of student SEMH.</p> <p>SLT Learning walks, lesson observations and pupil feedback show positive engagement in learning</p>	<p>JKe/ SMc RBi HGr</p> <p>KC SPe</p>
<p>When will you review implementation?</p>				
<p>Autumn term:</p>	<p>Staff have attended refresher training on Golden Thread Presentation developed for use in school TL observation focus of implementation of Golden Threads</p>			
<p>Spring term:</p>	<p>Primary have implemented a flip chart which details how Golden Threads are evident and evidenced in each group / pathway. This is now being rolled out across the academy. Evidence from blended learning offer is being collated to reflect implementation during recent restrictions. Display board currently being updated with details.</p>			

	Recovery curriculum continues to underpin practice.		
Summer term:	English	KS1	0%
		KS2	4.5%
		KS3	20.5%
		KS4	3.7%
		KS5 (Reading)	0%
	Maths	KS1	0%
		KS2	6%
		KS3	20.5%
		KS4	2%
		KS5 (Number)	15.6%
	Science	KS1	0%
		KS2	3%
		KS3	15.4%
	KS4	1.5%	

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation?	Lead
A and B Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target.	<u>LD CAMHS nurse practitioner</u> Employ the services of an LD CAMHS nurse to assess the changing and emerging needs of SEN pupils who are eligible for PP and facilitate effective strategies for children / young people with cognitive, social and emotional barriers and who need support to access the curriculum	Increase in students with significant social and emotional barriers to learning. Developing self-confidence and self-awareness has been acknowledged and validated (EEF) as having the most impact on progress. EEF links	HODs to oversee referrals to Nurse practitioner Data tracking of these interventions to show impact of the programme in the development of student SEMH.	SPE

<p>This will be measured by in-school tracking data.</p> <p>C. Engagement with learning increases and social and emotional outcomes improve for targeted pupils, measured by a reduction in infringements of the behaviour system (including exclusions where appropriate).</p>	<p>Initial class observations and referrals made</p> <p>Strategies and action plans created and implemented</p>	<p>Metacognition and self-regulation + 7 months</p>	<p>SLT implementation and impact of input from practitioner. Half termly data and impact monitoring.</p> <p>Regular meetings with nurse practitioner, class teachers and Heads of Department.</p>	
<p>When will you review implementation?</p>				
<p>Autumn term:</p>	<p>Covid initially impacted on this outcome. Students meet 1:1 weekly with Kerry for 20 – 30 mins 6 referrals made with 100% engagement from students</p>			
<p>Spring term:</p>	<p>New practitioner has taken on the role and is now developing new relationships and beginning her work with students, This is working well and all but one of the six have engaged. The I identified student is not accessing all but some sessions due to anxieties. Two new referrals have been taken on following conversations during EHCP reviews.</p>			
<p>Summer term:</p>	<p>3 new referrals 100% engagement 1 on going support</p>			
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure effective implementation?</p>	<p>Lead</p>
<p>A and B Improved PP attainment and progress through a well-designed curriculum pathway and</p>	<p>EP support Employ the services of an Educational Psychologist to assess the changing and emerging needs of SEN pupils who are</p>	<p>Brokering a private agreement with a chosen EP service has resulted in improved referral time to EP</p>	<p>HOD's to oversee effective communication and referral to EP</p>	<p>KCo SDa PRa, VMa,</p>

<p>differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.</p> <p>C. Engagement with learning increases and social and emotional outcomes improve for targeted pupils, measured by a reduction in infringements of the behaviour system (including exclusions where appropriate).</p>	<p>eligible for PP and facilitate effective strategies for children with cognitive, social and emotional barriers and who need support to access the curriculum.</p> <p>SLT to ensure staff implement strategies and actions identified into daily practice.</p>	<p>services and enabled strategies to be employed reduced incidents of inappropriate behaviours and improved engagement and attainment.</p> <p>EEF links 1:1 interventions + 5 months</p>	<p>SLT implementation and impact of EP input. Half termly data and impact monitoring.</p>	
<p>When will you review implementation?</p>				
<p>Autumn term:</p>	<p>Due to COVID restrictions and bubbles having to isolate only 1 student has accessed support from EP</p>			
<p>Spring term:</p>	<p>Due to continued restrictions in place the EP has not visited school this term. There are still a number of students waiting to access the service.</p>			
<p>Summer term:</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure effective implementation? Who will lead?</p>	<p>Lead</p>
<p>A and B Improved PP attainment and progress through a well-designed curriculum pathway and</p>	<p>SALT Support In house Speech and Language Therapist employed to develop communication and interaction skills of pupils with SEN</p>	<p>Improved referral times for pupils through employment of in house SALT.</p>	<p>Data will show improved attainment in speaking and listening and</p>	<p>JKe HGr KCo</p>

<p>differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.</p>	<p>who are eligible for pupil premium funding Programmes delivered by teachers in classrooms.</p> <p>BHA staff to deliver PECS training for parents and staff</p> <p>Signing support training for parents/ staff</p> <p>Staff to implement strategies into their daily teaching</p>	<p>School staff have developed their teaching and learning strategies through a programme of training- instructional language, signing, PECs and vocab to access and support communication for all curriculum access.</p> <p>EEF links</p> <p>Oral Language interventions + 5</p> <p>Phonics + 4</p> <p>1:1 interventions + 5 months</p>	<p>communication. Data analysed by English leads.</p> <p>Reduction in the number of recorded behaviours related to communication issues</p> <p>HOD's to oversee effective communication and referral to in house SALT.</p> <p>SLT implementation and impact of EP input. Half termly data and impact monitoring.</p>	<p>PRa, VMa,</p>
<p>When will you review implementation?</p>				
<p>Autumn term:</p>	<p>12 students have been seen by SALT</p> <ul style="list-style-type: none"> • 1 student has made very good progress • 2 students have made very good progress • 3 students have made progress • 1 new referral • 4 students have been offered advice / assessment 			
<p>Spring term:</p>	<p>18 students recognised as PP have been supported over the spring term term</p> <ul style="list-style-type: none"> • 8 have received indirect support through advice to staff / parents or initial assessments • 2 have been significantly impacted by COVID • 4 have made progress • 2 have made good progress <p>1 student has made very good progress</p>			

Summer term:	17 Students recognised as PP have been supported over the summer term <ul style="list-style-type: none"> • 5 students are new • 2 have received indirect support through advice to staff / parents or initial assessments • 1 has been significantly impacted by COVID • 5 have made progress • 2 have made good progress • 2 students have made very good progress 			
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Who will lead? Approximate costs	Lead
<p>A and B Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.</p>	<p>OT Support Occupational Therapist employed to support with the identification of sensory processing and dietary needs and to facilitate the acquisition of the correct equipment in a time effective manner for specific targeted pupils.</p>	<p>OT support has had proven effectiveness in improving outcomes for pupils with sensory processing needs and those with autism. Advice and guidance has been provided to staff on sensory processing, sensory dietary needs and proprioceptive skills in order to enhance the quality of teaching and learning.</p> <p>EEF links 1:1 interventions + 5 months</p>	<p>HOD's to oversee effective communication and referral to in house OT services.</p> <p>Weekly data analysis of behaviour by SLT</p> <p>SLT implementation and impact of OT input. Termly data and impact monitoring.</p>	<p>PRa, VMa, SPe, SD</p>
When will you review implementation?				
Autumn term:	Future steps will re-commence in January for identified students In house OT - Reviews 10 New referrals 5			

	All input has had a positive impact.			
Spring term:	<p>Future steps currently working with two identified students following return to school. Caseload is regularly monitored and referrals taken for further students.</p> <p>In house OT - Reviews 4 New referrals 3</p> <p>All input has had a positive impact.</p>			
Summer term:	<p>Future Steps working with two identified students – this is ongoing 2 students currently under review for further support</p>			
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Who will lead? Approximate costs	Lead
<p>A and B Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.</p>	<p>CSA Support Classroom support assistant to assist with personal care of students and exploit opportunities to consolidate communication and self-help skills specific targets identified through the curriculum pathways when engaging pupils in attending to their personal hygiene needs</p>	<p>For students who require assistance with personal care, dedicated CSA staff members are essential for the smooth and efficient transition to/from lessons, significantly reducing the time taken for this and ensuring learning support staff remain focused on curriculum support at all times. This also gives the opportunity to develop the communication and self-help</p>	<p>Class teachers to set communication and self-help skills specific targets identified through the curriculum and communicate to CSA for implementation Class teachers to monitor progress for their specific students.</p> <p>Complex needs lead to monitor the progress of secondary aged pupils</p>	SCa

		skills, of PP students with other adults. EEF links 1:1 interventions + 5 months	eligible for pupil premium funding who require personal care needs through targeted personal communication and self-help skills Half termly data and impact monitoring.	
When will you review implementation?				
Autumn term:	All class teachers have set and shared appropriate targets with CSAs. The targets are being reviewed on a daily basis and students are supported to work towards their targets during all times of support. TA time has improved in effectiveness due to CSA support to transition and toilet pupils therefore TAs are not needing to support these times as previous (in some cases)			
Spring term:	During spring term, CSAs have been focussed on groups where most support was needed due to COVID restrictions and lockdown. Within this they have supported class teams with the delivery of the curriculum and focussed on targets. They have continued to support with toileting and self-help skills for those pupils where needed. Targets continue to be shared and CSAs support pupils to work towards and achieve these targets. Feedback is given to teachers where appropriate; this is typically verbal.			
Summer term:				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Who will lead? Approximate costs	Lead
D. Increased attendance for PP pupils throughout the academy, in comparison to the rise in that for others.	Family Wellbeing Team Family liaison worker to strengthen home-school links and support the engagement of pupils (and their families) eligible for PP funding plus supporting multi-agency liaison of LAC pupils and those in need of Early help.	Consistent evidence of family support worker and attendance and interventions TAs improving the attendance of PP pupils whole school. Continued focus prioritising Yr.11	Weekly meetings with SLT to ensure that data is effectively gathered monitored and analysed and actions decided Fortnightly pastoral meetings. Family support	GEy

<p>E. Greater involvement of all PP families regardless of home resources.</p>	<p>Attendance and intervention TAs employed to strengthen home-school links and improve attendance and engagement of pupils (and their families) eligible for PP Yr. 11 and examination attendance support strategies will be a priority.</p> <p>Regular attendance incentive rewards.</p> <p>Breakfast clubs across the school to provide incentive and a positive start to the day,</p>	<p>Evidence of continued improvement in engagement and high levels of attendance of PP pupils. Pupil voice shows breakfast club has a positive impact on engagement. Impact of parental engagement have been acknowledged and validated EEF links Collaborative Learning + 5 Parental Engagement + 3 1:1 interventions + 5 months</p>	<p>worker and Attendance Intervention TAs accountable to the Lead for safeguarding assess the impact of interventions on attendance and parental engagement.</p>	
<p>When will you review implementation?</p>				
<p>Autumn term:</p>	<p>PP attendance again outweighs non-PP attendance. KS4 attendance at highest point for 6 years. Free breakfast club offered across the Academy and breakfast sent home to X Coded pupils and disadvantaged. Identification of pupils requiring early intervention. Evidence of use of PP+ in PEPs.</p>			
<p>Spring term:</p>	<p>The family wellbeing team have been the driving force behind the safeguarding of students during the current lockdown, supporting parents with remote and blended learning. Delivering devices. work packs, improving attendance.</p>			
<p>Summer term:</p>	<p>90 /154 students have had safeguarding / wellbeing support 54/154 students have had support with Wellbeing / Safeguarding, Attendance, Work packs and FSM vouchers 73/154 students received support for attendance 86/154 had support with work packs / devices 50 students (families) have received FSM voucher / Hampers</p>			

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Who will lead? Approximate costs	Lead
<p>E. Greater involvement of all PP families regardless of home resources.</p>	<p>Parental engagement</p> <p>Dedicated leadership team member to lead on promoting parental engagement through a whole school approach. After school groups and whole school programme of activities engaging parents in a range of social events and students learning throughout the year. These are also embedded though many of the other strategies above – current COVID restrictions in place with reduce the opportunity of face to face engagement. Move to virtual support to continue and develop new relationships.</p> <p>Supporting parents to use parental bids to support learning and engagement. Parent App will have a request button where parents can request additional funding for activities with their child at home to increase outcomes.</p>	<p>Evidence of continued improvement in engagement of PP pupils. Parent Partnership award signifying impact of high levels of parental engagement. Parental bids to support learning have been acknowledged and validated.</p> <p>EEF links Collaborative Learning + 5 Parental Engagement + 3</p>	<p>Regular meetings with SLT to ensure that data is effectively gathered monitored and analysed. Assess the impact of interventions on attendance and parental engagement strategies for pupils who are eligible for pupil premium funding in comparison to others.</p>	<p>GEy/ KCo</p>
<p>When will you review implementation?</p>				
<p>Autumn term:</p>	<p>Increased use of social media to support parental engagement. Virtual transition meetings / AR attendance through TEAMS. Christmas events – brochure, video, Christmas presents and food parcels. 31 pupils have been supported directly by the family wellbeing team</p>			

Spring term:	Parental engagement activities have been placed on hold due to current covid restrictions. Facebook continues to be successful in sharing news and updates with parents, General increase in the communication between school and home as a positive impact with covid restrictions. All 155 parents have been contacted twice per week during lockdown by SLT or FWT
Summer term:	Parental engagement activities have been placed on hold due to current covid restrictions. Facebook continues to be successful in sharing news and updates with parents, still seeing an increase in communication between home and school Virtual transition meeting have taken place for both groups of students (new and those moving through school)

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation?	
A and B Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.	Data and administration support required to ensure a clear and comprehensive tracking of pupil premium strategies and resources.	Evidence that timely recording and monitoring of resources spent on each pupil premium student has resulted in effective allocation of resources and impact attached to each intervention.	Regular meetings with SLT to ensure that data is effectively gathered monitored and analysed. Termly impact analysis reviews plans effectiveness on attainment and progress of PP students.	SP

5. Review of expenditure

Academic Year	See 21 -22
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