

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Blue Coat Church of England Academy
Number of pupils in school	881 (2021/22)
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	11 th November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	David Smith
Pupil premium lead	David Smith
Governor / Trustee lead	Lauren Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£342,845
Recovery premium funding allocation this academic year	£52,492
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£395,337

Part A: Pupil premium strategy plan

Statement of intent

Our vision is centred on achieving the highest standards of achievement and aspiration for **all** students through the provision of a distinctive and inclusive Christian learning environment where the uniqueness of each individual is celebrated, nurtured and realised. Every member of the school community is encouraged to develop, flourish and achieve, and to become full contributors to society as confident, learning, adaptable and caring individuals.

Our strategy for pupil premium funding is to utilise the resource to reduce the impact of disadvantage by addressing the barriers which we have identified as potential limiting factors to maximising progress.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Providing a consistent, proactive and systematic model from promoting high quality learning across the school and minimising in-school variations.
2	Self-esteem is low for pupils and they often lack confidence. Many are reluctant to engage with additional learning opportunities.
3	On entry reading age for pupils is lower for pupils eligible for pupil premium compared to non-pupil premium pupils. This prevents students from accessing the curriculum and understanding questions.
4	Key Stage 2 data indicates a low baseline for pupils eligible for pupil premium in the current Y7 when compared to non-pupil premium pupils
5	Home engagement with a minority of parents needs to be further promoted.
6	Pupils eligible for pupil premium live in more deprived areas 70% of pupils eligible for pupil premium live in areas within IDACI bands 1 and 2.
7	Pupils eligible for pupil premium travel, on average, greater distances to school than non-pupil premium pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve the overall quality of teaching using targeted support and intervention of specific teachers. Ensure pupils are not disadvantaged by lack of access to learning resources.	Improvement in pupil outcome for pupils eligible for pupil premium based on Progress 8 scores. Increased levels of attendance/engagement for pupils eligible for pupil premium.
To embed the coaching culture into all aspects of the schools' work and actively promote self-improvement and development.	A rigorous and robust programme is in place to support the continuous development of a whole school approach to coaching. Three accredited master coaches and five accredited practitioner coaches by July 2022 (repeatedly delayed by Covid-19 lockdown).
To further develop increased accountability at all levels. Encourage teachers to engage in training to develop new approaches to teaching and develop skills of middle leaders to effectively evaluate the impact of these strategies.	Improvement in quality of teaching evidenced through quality assurance processes.
To continue to remove social barriers to learning where required by supporting provision of school uniform, provision of bus passes, ensuring equality of opportunity in terms of educational visits and access to additional learning resources.	Levels of attendance for pupils eligible for pupil premium to be at least in line with non-pupil premium pupils. Improved outcomes and cultural capital associated with participation in educational visits.
To implement a recovery programme to support pupils as they return to school following national school closures as a result of Covid-19. Implement a graduated programme to support pupils mental and emotionally well-being, to build resilience and followed by a strategic plan to address curriculum gaps and accelerate pupil progress.	Levels of attendance for pupils eligible for pupil premium to be at least in line with non-pupil premium pupils. Successful implementation of programmes to support mental and emotional wellbeing. Progress measures gap in line with previous years.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £236,277

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Utilise non-judgemental approach to lesson observations to enhance coaching culture across the Academy.</p> <p>Implement a rolling programme of departmental reviews to evaluate the pupil outcomes in terms of teaching, learning assessment and behaviour.</p>	<p>Research evidence shows that quality first teaching is the most effective provision.</p> <p>A collegiate approach is already in place to develop the quality of teaching where practice is not effective.</p>	1
<p>Members of staff will refer pupils where financial hardship and/or family circumstances prevent them accessing particular resources in order that the barriers to access can be addressed.</p>	<p>Pupils should not be disadvantaged by the inability to purchase or access learning resources. Encouraging effective study habits and promoting independent study have been shown to be effective in raising levels of attainment.</p>	5, 6, 7
<p>Coaching accreditation and training with Leadership Edge.</p>	<p>Successful introduction of coaching over previous three years, working with a local Teaching School, has provided the foundations for a coaching ethos. The plans in place for this year will allow a sustainable model to continue coaching development moving forward, including the introduction of a formalised process for lesson observations based on a coaching model.</p>	1
<p>Middle leaders to effectively monitor the implementation of core principles of teaching and learning (Blue Coat Basics):</p> <p>Non- negotiables</p> <p>Brilliant Basics,</p> <p>Presentation of pupils' work,</p> <p>Marking for Literacy.</p>	<p>Consistent evidence from external reports nationally, locally and based on our own school context that the key to sustained improvement is consistency in approach.</p> <p>The aim is to reduce the level of in-school variation between and within subjects.</p>	1

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

Budgeted cost: £130,765

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop in-school expertise and capacity to effectively address low levels of literacy in Key Stage 3 in order to increase pupils' ability to successfully access the curriculum.</p> <p>Embed best practice developed as part of previous best practice projects to cover all pupils.</p> <p>Continued use of the Accelerated Reader Programme, implement use of Access-it system and continued use of NGRT.</p> <p>Dedicated curriculum time focussed on reading.</p> <p>Employment of dedicated member of staff to support interventions and encourage promotion of reading.</p>	<p>Evidence based research underpinning best practice.</p> <p>Improving the literacy skills of pupils will allow them to access other areas of the curriculum more readily.</p>	<p>2,3</p>
<p>Ensure all staff are aware of who disadvantaged pupils are.</p> <p>All teaching staff to identify key areas of improvement for individual pupils to accelerate the progress of disadvantaged pupils following each data collection.</p> <p>Develop use of PiXL strategies to ensure that support and intervention is effectively targeted.</p>	<p>The strategies required to specifically address the progress of disadvantaged pupils need to be clearly focussed based on precise analysis of data and support targeted to rapidly accelerate the progress of this cohort.</p> <p>Selected staff to attend National conferences to benefit from key messages regarding new specifications and appropriate school based responses to these.</p>	<p>1,3,4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £231,869

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional adult support to pupils with low esteem and confidence, to promote greater independence.	Previous success within the school of encouraging pupils to become more independent and to access the curriculum more effectively.	2
Continue to provide breakfast club, open to all.	To ensure that pupils have access to breakfast within a warm and safe environment throughout the year. Evidence indicates positive impact on pupil preparedness for learning, behaviour and achievement.	6
Staff aware of the procedure for claiming additional financial support for pupils. Heads of Year to liaise with Business Manager to organise, when required, funding of uniform, transport costs, learning resources and educational visits.	Providing an inclusive learning environment helps to remove the barriers created by the inability of families to support pupils with costs related to uniform, travel and access to learning resources and visits.	7
Ensure that the homework club is staffed five days per week and staff allocated are available to provide support and guidance as required.	Education Endowment Foundation toolkit highlights the potential impact of homework when used effectively. The provision of the homework club removes the potential barrier where pupils have limited access to ICT outside of school.	2, 4, 5
Sustain existing systems and engagement of EWO.	Consistent track record of improving attendance year on year.	2, 5
Continue designated support through focussed support and interventions, then add additional layer of support through Learning Support Practitioner.	Consistent track record of supporting pupils limited only by staffing capacity.	2

Total budgeted cost: £598,911

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To improve the overall quality of teaching using targeted support and intervention of specific teachers.	Implement a rolling programme of departmental reviews to evaluate the pupil outcomes in terms of teaching, learning assessment and behaviour.	<p>Research evidence shows that quality first teaching is the most effective provision.</p> <p>A collegiate approach is already in place to develop the quality of teaching where practice is not effective.</p>	A range of training and development was implemented but the sustained impact has been reduced by the extended period of school closure for the majority of pupils due to COVID-19. Programmes need to be picked up and extended to non judgemental lesson observations and relaunched in a measured way from September 2021. The importance of a sustained and consistent period for embedding new strategies cannot be overstated but was lacking due to the disruption in 2020/21. The primary focus was to ensure as near normal operation in all aspects of school life within the COVID restrictions.
To ensure pupils are not disadvantaged by lack of access to learning resources.	Members of staff will refer pupils where financial hardship and/or family circumstances prevent them accessing particular resources in order that the barriers to access can be addressed.	Pupils should not be disadvantaged by the inability to purchase or access learning resources. Encouraging effective study habits and promoting independent study have been shown to be effective in raising levels of attainment.	<p>Form tutor discussions and mentor meetings provided an effective way to identify barriers to learning and identify where additional support is required. The strategy is very dependent of the effectiveness of form tutors and additional work to promote the importance of developing effective relationships with members of a form group is a priority moving forward. Additional needs were identified as a consequence of our COVID response particularly in relation to distribution of devices and food parcel deliveries.</p> <p>SLT members monitored the provision of resources and ensure adequate resourcing is available and efficient use of funding.</p>

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To embed the coaching culture into all aspects of the schools work and actively promote self-improvement and development.	Coaching accreditation and training with Leadership Edge.	Successful introduction of coaching over previous two years, working with a local Teaching School, has provided the foundations for a coaching ethos. The plans in place for this year will allow a sustainable model to continue coaching development moving forward.	The training was postponed due to the national lockdown and subsequent closure of schools to most pupils. The challenges of the pandemic provide a wealth of opportunities for effective coaching conversations including strategies to deal with teaching in bubbles and engagement in remote learning. As a consequence staff will have a wider experience to draw upon when the formal coaching training is rearranged.
To further develop increased accountability at all levels. Encourage teachers to engage in training to develop new approaches to teaching and develop skills of middle leaders to effectively evaluate the impact of these strategies.	Middle leaders to effectively monitor the implementation of core principles of teaching and learning (Blue Coat Basics): Non- negotiables Brilliant Basics, Presentation of pupils' work, Marking for Literacy.	Consistent evidence from external reports nationally, locally and based on our own school context that the key to sustained improvement is consistency in approach. The aim is to reduce the level of in-school variation between and within subjects.	The mode of operation throughout the pandemic made it exceptionally difficult to monitor the quality of provision in the traditional way. Middle leaders utilised the processes around assessment and the subsequent generation of Teacher Assessed Grades to work with their teams and analyse the progress being made by pupils and adapting strategies to meet their needs. A return to more normal ways of working should provide the opportunity to re-establish a consistent approach to monitoring the quality of provision based on lesson drop-ins, work scrutiny and student voice, being lead by middle leaders and evaluated by senior staff.

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Improve reading ages, particularly in Years 7 and 8 (following disrupted year 2019/).</p>	<p>Develop in-school expertise and capacity to effectively address low levels of literacy in Key Stage 3 in order to increase pupils' ability to successfully access the curriculum.</p> <p>Embed best practice developed as part of previous best practice projects to cover all pupils.</p> <p>Continued use of the Accelerated Reader Programme.</p> <p>Dedicated curriculum time focussed on reading.</p> <p>Employment of dedicated member of staff to support interventions and encourage promotion of reading.</p>	<p>Evidence based research underpinning best practice.</p> <p>Improving the literacy skills of pupils will allow them to access other areas of the curriculum more readily.</p>	<p>The strategies used in 2019/20 proved to be very effective and will be embedded into practice, the impact was limited by the extended period away from school during lockdown. The key lessons included:</p> <ul style="list-style-type: none"> • The development of literacy skills must be a key priority from Year 7 and 8. • Engagement of other subject areas to accommodate release of pupils for focussed literacy support is key. Addressing literacy skills at an early stage allows pupils to more effectively access other curriculum areas. • Regular (daily) intervention is the key to success. • Consistent and dedicated staff delivering both literacy intervention and cohort-wide accelerated reader lessons is most effective. • Rewarding positive achievement in reading promotes a more progressive approach among pupils to further developing their skills.

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Continue to increase staff awareness of pupil premium pupils.</p> <p>Enhance the role of Pupil Progress Leaders to ensure the effective tracking of underachieving pupils.</p> <p>Develop the use of targeted strategies to accelerate the progress of disadvantaged pupils.</p>	<p>Ensure all staff are aware of who disadvantaged pupils are.</p> <p>All teaching staff to identify key areas of improvement for individual pupils to accelerate the progress of disadvantaged pupils following each data collection.</p> <p>Develop use of PiXL strategies to ensure that support and intervention is effectively targeted.</p>	<p>The strategies required to specifically address the progress of disadvantaged pupils need to be clearly focussed based on precise analysis of data and support targeted to rapidly accelerate the progress of this cohort.</p> <p>Selected staff to attend National conferences to benefit from key messages regarding new specifications and appropriate school based responses to these.</p>	<p>Further training is required to maximise the functionality within SISRA EAP, but staff engagement has been positive. Staff engaged more positively with the data, asked more relevant questions and identified immediate actions when focussed on their own classes.</p> <p>Some challenges with the effective operation of the progress team have been overcome during 2020/21 and a more co-ordinated approach has been established. There is much improved co-ordination between the pastoral, progress and SEND teams and it is hoped that more normal school operation will allow support and intervention to be implemented more effectively in 2021/22.</p> <p>The strategies had a very positive impact and will be continued. The implementation and leadership of these strategies needs to be extended across all key stages. The structure for staff monitoring pupil progress has been further revised for 2021/22, in order to provide a clear distinction between the roles of Pupil Progress Leaders and those responsible for the development of Teaching and Learning in the school. Progress was limited in 2019/20 and 2020/21 due to pandemic restrictions and lockdowns.</p>

iii. Other approaches			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Develop roles of additional support in lessons provided by teaching assistants.	Provide additional adult support to pupils with low esteem and confidence, to promote greater independence.	Previous success within the school of encouraging pupils to become more independent and to access the curriculum more effectively.	The school will continue to develop this model and endeavour to provide a model which builds further capacity to support the more vulnerable pupils. Level 3 learning support workers take on additional responsibility while the provision of a level one pathway has also required additional management capacity. Recruitment of learning support assistants is challenging but we remain committed to seeking to employ the best staff available.
All pupils have access to breakfast each day to ensure they are well prepared for learning.	Continue to provide breakfast club, open to all.	To ensure that pupils have access to breakfast within a warm and safe environment throughout the year. Evidence indicates positive impact on pupil preparedness for learning, behaviour and achievement.	Our catering provider included the breakfast provision as part of the original tender process which has ensured continuity of provision. Maintaining close links with staff who know the pupils involved is a key feature to its success and has been maintained.

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Establish clear procedure and protocol to pupils eligible for pupil premium to allow access to financial support with uniform, transport costs, learning resources and educational visits.	Staff aware of the procedure for claiming additional financial support for pupils. Heads of Year to liaise with Business Manager to organise, when required, funding of uniform, transport costs, learning resources and educational visits.	Providing an inclusive learning environment helps to remove the barriers created by the inability of families to support pupils with costs related to uniform, travel and access to learning resources and visits.	Clear systems ensure that deserving cases are adequately provided for and that the correct support and provision is put in place. The approach the school adopts is essential and must continue in the future to ensure that pupils remain engaged and active participation in learning whilst in school and outside school hours.
Increase engagement in after school homework club.	Ensure that the homework club is staffed five days per week and staff allocated are available to provide support and guidance as required.	Education Endowment Foundation toolkit highlights the potential impact of homework when used effectively. The provision of the homework club removes the potential barrier where pupils have limited access to ICT outside of school.	While there remains a demand for the provision of a homework club, particularly with access to ICT facilities, the provision has the potential to be expanded and enhanced using the skills and expertise of more experienced members of staff. Consistency of provision is key and new structures (with newly appointed staff) need to be embedded during 2021/22.

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Maximise attendance of disadvantaged pupils.	Sustain existing systems and engagement of EWO.	Consistent track record of improving attendance year on year.	Investment in staffing to implement effective systems to improve levels of attendance have proved to be very successful in what were exceptionally challenging circumstances. The nature of the issue means that this is a perpetual issue and it is not an issue which can be solved, but something which the school will need to continue to work at in order to sustain and further improve levels of attendance.
Implement pilot programme to provide support and intervention to support pupils affected by mental health and emotional wellbeing issues.	Continue designated support through focussed support and interventions, then add additional layer of support through Learning Support Practitioner.	Consistent track record of supporting pupils limited only by staffing capacity,	The pilot programme proved to be successful and the role extended into the new academic year. The postholder who led the project moved on to a different role and an appointment was made with this role specifically in mind. While the new postholder has experience in this area of work, training and support will be required to effectively implement the programme moving forward.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Coaching Development & Accreditation	Leadership Edge
PiXL	The PiXL Club

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

2019/20 and 2020/21 were exceptionally challenging years for the school. The challenges presented by COVID-19, the restrictions on the way the school could operate and the national lockdown were considerable. The school worked hard to ensure that disadvantaged families were as well catered for as possible, including the distribution of food parcels in association with a local charity. Regular contact was maintained with the most vulnerable and provision for vulnerable children and the children of key workers was maintained throughout the periods of school closure. Staff worked exceptionally hard to operate a bubble approach throughout the academic year 2020/21. Further investment has been required in the school infrastructure to repurpose rooms, ensure hot meals were available to all and make ICT facilities more readily accessible. The school's commitment to reducing the gap between disadvantaged and non-disadvantaged pupils is evident in the additional resources allocated beyond the Pupil Premium allocation.

The basis of this plan is to identify strategies which can be implemented and embedded over a number of years to maximise the impact on pupil outcomes.



Blue Coat Church of England Academy

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	743 (Y7 – 11)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget: 2020/21 Total catch-up premium budget: 2021/22	£59440 £52492	Some costs are covered from existing budgets and are excluded from the costings but are key elements of the plan. The current plan across 2020/21 and 2021/22 currently costs £114,126.38	

STRATEGY STATEMENT

At Blue Coat Church of England Academy, our catch-up strategy is based on a holistic approach which includes all year groups and a broad range of subjects, all with equal importance. We have utilized the guidance offered to us and used official research to underpin decisions upon. As a school community we are fully committed to ensuring that the partial school closures, disruption to learning and periods of limited attendance have a minimal effect on the pupil progress and well-being. This strategy will make sure that every young person, no matter their age or where they live, receives the education, opportunities and outcomes they deserve, by investing our time and funding on measures proven to be effective, particularly for those who are most vulnerable and disadvantaged.

Our approach has been devised to be manageable for pupils and staff ensuring that there is a balance between addressing gaps in knowledge, skills and understanding with an appreciation of the wellbeing of all involved. The strategy is designed to be incremental and sustainable in both the medium and long term. We are seeking to tailor the recovery programme in recognition of the barriers to learning, the emotional resilience of pupils and the time available leading up to formal assessments and examinations. There is an acknowledgement and acceptance that any teaching time lost during school closures cannot be caught up and the plan is based on a model of recovery rather than catch-up. The approaches will vary according to the age of pupils and the time available before public examinations but while the final destination remains the same, our plans will seek to make the pathways as manageable as possible for pupils and staff alike.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Gaps in knowledge and understanding as a result of lost teaching time
B	Reinforcement and development of retrieval practice undermined by time out of school
C	Limited opportunities to apply knowledge, skills and understanding in more formalized assessment activities

ADDITIONAL BARRIERS

External barriers:

D	Significant impact on mental health as a result of lockdowns and extended periods of isolation
E	Significant increase in the number of pupils experiencing challenging circumstances requiring support and intervention, impacting on ability to effectively engage in learning
F	Limitations on digital literacy among both pupils and parents which impacting on the effectiveness of remote learning but also provides challenges when utilizing technology to support the recovery programme

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Modification of the curriculum model in Y9, to replicated model in Y7 & Y8</p> <p>(This is a long term strategy which will be required for a minimum of 2 years)</p>	To provide a sustained and coordinated approach to developing knowledge, skills and understanding across the full range of the curriculum.	<p>EEF research shows that encouraging the participation in the arts has a positive impact on pupil progress (2 month gain).</p> <p>School based assessment has shown that pupils do not have sufficient information on which to base subject decisions for the limited option choices normally available in Year 9.</p>	<p>Regular review of assessment data to evaluate progress across all subjects.</p> <p>Pupil voice will be used to assess confidence in different subject areas and to assess readiness for making reasoned option choices.</p>	RID/KLP	Spring 2022
Develop the enhanced use of formative assessment to provide more regular feedback to support pupils in addressing gaps in knowledge and understanding.	Feedback redirects the teacher in terms of subsequent planning and pupils in terms focusing effort and activity towards specific learning goals.	EEF research shows that encouraging the participation in the arts has a positive impact on pupil progress (8 month gain).	<p>Evaluation of impact through calendared quality assurance processes.</p> <p>Student voice used to monitor impact.</p> <p>Learning walks with a three-weekly focus on assessment.</p>	ELP	In line with whole school QA processes, commencing September 2021
<p>Reinvigorate the use of independent learning outside of the classroom in all subject areas, including the enhancement of homework club.</p> <p>Maintenance of laptop stock provided initially by DfE including relicensing costs.</p>	Use homework as a short and focused intervention (e.g. in the form of a project or specific target connected with a particular element of learning)	EEF research shows that homework in secondary school has a positive impact on pupil progress (5 month gain).	<p>Pupil engagement monitored by SLT Links through Line Management of HODs.</p> <p>Impact monitored of data from Satchelone with assessment data.</p>	CSP	Termly. Commencing December 2021

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Embed the use of retrieval practice as a standard feature of all lessons across all key stages.	<p>Embed approach as a standard feature of lessons across all key stages.</p> <p>Focus of <i>Do-Now</i> activities on retrieval practice.</p>	Research shows the gains made from increasing the level of retrieval used, improving retention in long-term memory.	<p>Middle leaders to effectively monitor the implementation of core principles of teaching and learning.</p> <p>Effectiveness of teaching and learning approaches monitored through calendared quality assurance processes, student voice, regular learning walks and line management processes.</p>	ELP/CSP	In line with whole school QA processes, commencing September 2021
<p>Embed the coaching culture into all aspects of the school's work and actively promote self-improvement and development.</p> <p>Implement IRIS Connect system to support individualized approaches to improve teaching and learning based on coaching approaches.</p>	<p>All staff to engage in coaching to develop and promote reflective practice, further embedding the coaching culture.</p> <p>All teachers engage in systematic self and peer review of approaches to learning and teaching through lesson recording reviews.</p>	<p>Best practice shows that coaching has a positive impact on effectiveness and wellbeing. Coaching has been shown to be effective in building capacity, developing self sufficiency and enhancing the level of support experienced by staff members.</p> <p>Best practice shared by local Teaching Hub (Manor).</p>	<p>Embed the coaching ethos into all school practices and processes.</p> <p>Integrate approach into all staff CPD.</p> <p>Introduce reflective approach in training day in July 2021.</p>	DJS/ELP/CSP	<p>Formalised staff voice.</p> <p>Evaluate impact on staff wellbeing.</p> <p>Review impact on practice in line with whole school QA processes, commencing September 2021</p>
Total budgeted cost:					£62568.60

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Implement departmental based literacy development.	Co-ordinated approach to develop the specific teaching of literacy skills across humanities subjects and incorporated into regular lesson planning.	<i>“Reading comprehension strategies focus on the learners’ understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. On average, reading comprehension approaches deliver an additional six months’ progress.”</i> EEF Teaching and Learning Toolkit.	Evaluation of impact through calendared quality assurance processes. Focus of Head of Department line management meetings in focus departmental areas, including review of assessment data,	VAO	Termly beginning September 2021
Designated member of staff to deliver Accelerated Reader programme. Focused interventions to accelerate progress in reading within KS3.	Consistent approach to the delivery of Accelerated Reader lessons in Y7 & Y8, resulting in more rapid progress. Targeted interventions implemented to provide support to accelerate progress where a low reading age base is identified.	Evaluation of school processes has shown that a constant and consistent approach to the delivery of Accelerated Reader lessons results in better progress. Targeted reading interventions have a positive track record in school. Data analysis shows a significant improvement in reading ages where a complete programme of intervention has been delivered.	Evaluation of impact through calendared quality assurance processes. Detailed analysis of reading age data and data produced through the Accelerated Reader programme. Detailed analysis of reading age data for pupils who engage in intervention programmes.	ELP	Termly beginning September 2021 Half termly Following completion of each intervention cycle.
Total budgeted cost:					£23,948.10

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Develop use of online platforms to support curriculum delivery and promote independent learning.</p> <p>Actively promote use of online platforms to support the development of digital literacy among students.</p>	<p>Encourage the use of online platforms to encourage engagement in independent learning activities, to support teachers in providing effective feedback and to encourage pupils to engage in learning which is specifically targeted at address identified needs and gaps in learning.</p>	<p><i>“Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. For example, they can support teachers to provide more effective feedback or use more helpful representations, or they can motivate students to practise more”</i></p> <p>EEF Teaching and Learning Toolkit.</p>	<p>Pupil engagement monitored by SLT Links through Line Management of HODs.</p> <p>Impact monitored of data from Satchelone with assessment data.</p>	CSP/ELP	Termly.
<p>Improve engagement of parents and carers to actively support the promotion of learning outside of school.</p>	<p>Support the digital upskilling of parents/carers through the provision of information evenings and workshops.</p> <p>Improving communication through the rollout of Satchelone and formalizing approach to regular communication with parents/carers.</p>	<p>Parental engagement is consistently associated with pupils' success at school. This is outlined in the EEF Teaching and Learning Toolkit and our own evaluation of engagement of parents/carers has identified the priorities to focus on digital upskilling and improved communication/interaction.</p>	<p>Monitor the impact of engagement with Satchelone, through half termly reports to SLT.</p> <p>Review and impact evaluation of information evenings and workshops. Review through participant evaluation and assess impact by reviewing impact on pupil progress.</p>	RAA/KAP	<p>Termly</p> <p>Following each event and then in line with data collection schedule.</p>

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Embed the school Mental Health Strategy across the Academy.</p> <p>New fortnightly Inclusion panel meetings to review support and provision for students with SEND/mental health issues.</p>	<p>Students have clearly signposted access to support when experiencing mental health issues.</p> <p>Staff deal effectively with mental health emergencies.</p> <p>Support and interventions reduce the escalation of issues among the majority of students.</p>	<p>Significant increase in the proportion of students experiencing mental health issues following first lockdown resulted in a programme being developed which had a positive impact based on feedback from pupils and parents/carers.</p> <p>Rise in issues following subsequent lockdowns and restrictions showed that on going support and intervention is required.</p>	<p>Minutes of meeting of Inclusion Panel</p> <p>Case studies of students who have been supported both through the new Mental Health Strategy and the Inclusion Panel Meetings.</p>	VAO	Termly
<p>Increase counselling support for individual pupils to provide capacity to cater for increased number of referrals.</p>	<p>Implement programme of individual counselling support, providing timely intervention.</p> <p>Proactive approach ensures that mental health issues do not escalate and pupils continue to attend regularly and engage in learning.</p>	<p>Effective use of limited external funding to introduce counselling during 2020/21. Counselling ensured that pupils were able to continue to attend regularly and access learning.</p>	<p>Safeguarding team to monitor referrals and direction for counselling.</p> <p>Pastoral staff to monitor effectiveness and impact of counselling support.</p>	VAO	Monthly

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Embed strategies to support students with the most complex social and emotional difficulties. The new nurture group (across key stage 3 and 4) providing one to one and small group intervention, plus in class support for students struggling to access mainstream	<p>Training programme for newly appointed staff with E.P.</p> <p>Implementation of support programmes to provide proactive intervention and increase levels of classroom engagement.</p> <p>Reduction of recorded consequences, Success Centre referrals and exclusions.</p>	Positive track record of a pilot project in school at a time when range of complex social and emotional difficulties increased significantly following lockdowns.	<p>Use of academic and behaviour data to review success of students involved in pilot group – case studies created.</p> <p>Student's voice gathered to review impact of the support.</p> <p>Monitoring / observing students / staff in class and during interventions.</p>	KLP/VAO	Half termly
Provision of additional after school activities including music and sport. (additional funding will also be sought to extend the offer).	<p>Active engagement in sport and arts based activities, new activities include:</p> <p>Boxing club linked to mental health and wellbeing strategy.</p> <p>A cappella choir (Joe Novelli) incorporating singing, production, and marketing.</p>	EEF research shows positive impact of Sport Participation and Arts Participation.	Regular review of provision including student voice and impact assessment through quality assurance processes.	DJS	Half termly
Total budgeted cost:					£27,609.68

ADDITIONAL INFORMATION

This plan outlines some of the key actions which have been identified as key priorities which have been identified in response to the school closures in 2020 and 2021. This is not the complete response which the school is making in response to the challenges faced following the loss of teaching time and the subsequent gaps in learning. The actions outlined here demonstrate how allocated funding has been directed but the scope of our recovery plans extends beyond this allocation of funding into the wider expenditure of school budget and the broader School Improvement Plan.

In addition to the costed actions outlined in this plan, a number of systems and processes have been adapted to acknowledge the challenges faced as a result of extended breaks from face to face teaching. The maintenance plan is embedded into school systems and routines and includes:

- Regular, co-ordinated reviews of pupil progress with key staff from the pupil progress team, pastoral staff and the SEND team.
- Systematic review of risk registers, monitoring the progress of key, focus groups of pupils and groups of any underachieving pupils.
- Focusing on revising planning at key transition points to recognize gaps in knowledge and personal/emotional development.
- Targeted support and intervention for pupils where progress is slow or has stalled including mentoring and age-specific intervention programmes (including PiXI Stretch, Gaps & Growth).
- Developing strategies to promote high aspirations and integrate careers education throughout a child's learning journey through the school.
- Developing the personal development programme to build resilience and ensure that cohorts are "exam ready" when the process of external examinations resumes.
- Embedding metacognition into all areas of study and acknowledging the power of developing effective study skills, recognition of learning behaviours and promoting effective independent study.

Specific References:

- <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>
- <https://impact.chartered.college/article/firth-assessment-as-learning-role-of-retrieval-practice-in-classroom/>

