

# Stanborough School Pupil Premium Impact Statement 2019-20



1. Summary information			
School	Stanborough School		
Academic Year	2019-20	Total PP budget	£212,470
Total number of pupils	1104	Number of pupils eligible for PP	227

2. Current attainment (PP students 2018-19)		
	Pupils eligible for PP (your school)	National Benchmark (national non PP)
Progress 8 score average		
Attainment 8 score average	37.29	
% students achieving 9-5 in E and M	21.4%	
% students achieving 9-4 in E and M	42.9%	
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Poor literacy and reading habits of a number of students. In Year 7, 15% of students achieved below 100 in the English and maths KS2 tests.	
B.	A lack of work outside of school, including homework and revision, leads to poor results and an inability to access learning in the lesson.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
C.	Emotional, social and behavioural issues, including some acute mental health concerns, have led to poor attendance and a lack of engagement in school for some.	
D.	Poor attendance for some Pupil Premium students has led to some students being unable to fully engage in school. In 2018-19 pupil premium attendance was 92.8% which was 2.6% below the overall attendance figure for the school.	
Desired outcomes		

	Desired outcomes and how they will be measured	Success Criteria
<b>A.</b>	<p><b>Poor literacy and reading habits of a number of students:</b> To improve literacy levels across the school to enable students to access all subjects and for reading to become a habit of all students across the school. This will be measured through</p>	<p>The accelerated reader shows positive uptake by all those in Year 7 and targeted groups in Y8. Data taken over the year shows an improvement in reading skills. Observations of tutor time and reading lessons in English show positive engagement in reading by students across the school.</p>
<b>B.</b>	<p><b>A lack of work outside of school, including homework and revision, leads to poor results and an inability to access learning in the lesson:</b> To improve the engagement of students in work outside the classroom through homework and revision. This will be seen through the quality of homework set on Class Charts, the number of students receiving detentions for not completing homework, and the number of students during learning walks who are clearly reviewing notes at home. Learning walks will also show that students are being encouraged to review learning at home.</p>	<p>Greater presentation in books and better recording of notes in different ways to aid learning, as encouraged through teaching and learning briefings and newsletter.</p>
<b>C.</b>	<p><b>Emotional, social and behavioural issues, including some acute mental health concerns, have led to poor attendance and a lack of engagement in school for some:</b> An increased awareness of mental health concerns across the school and a greater awareness from students and staff about how to access support both in and out of school. This will be measured through the take up of support services in the school.</p>	<p>Students to feel fully supported across the school, especially those in Year 11 who are taking public exams.</p>
<b>D.</b>	<p><b>Poor attendance for some Pupil Premium students has led to some students being unable to fully engage in school:</b> A greater focus on the attendance of Pupil Premium students with early intervention needs to be a key focus this year. Strategies to support these students to be shared across the pastoral team to help ensure these students are fully supported. Improvements to be measured through attendance data.</p>	<p>Increased Pupil Premium attendance seen in each year group and across the school with the number of Pupil Premium students on the PA list seen to decrease.</p>

**Academic year**

**Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A continued focus on improving teaching and learning across the whole school	<p>The Outstanding teacher Intervention program (OTI) which ran last year will focus on staff who are keen to develop their pedagogy, in particular in engaging students and giving effective feedback</p> <p>Continued focus on drip feeding whole school ideas for teaching and learning such as the 'do it now' task</p>	<p>Evidence from other schools and from our engagement in the program last year shows that this has helped develop individual teachers and also helps to influence whole school teaching and learning policies.</p> <p>Giving staff small chunks of information on improving teaching and learning helps them embed key ideas into their teaching in a timely way</p>	<p>The program is overseen by a member of SLT who meets regularly with the course provider to monitor the progress of those on the course. Utilising ideas from the course and bringing them to the whole school helps to monitor the effectiveness of the ideas. Learning walks help to monitor the teaching and learning and how teaching and learning strategies are embedded into teaching.</p>	<p>SH</p> <p>ZA /SH / AB</p>	<p>After each session and at the end of the program</p> <p>Each term in SLT link meetings between SH and AB</p>
To support students to become reflective and independent learners	<p>The development and understanding of metacognition techniques across the school. The aim is to encourage staff and students to take a more reflective approach to learning to help students move their own learning forward through an understanding of their own strengths and areas for development.</p>	<p>Evidence from the EEF shows metacognition techniques are a cheap and effective way of supporting students make progress, especially Pupil Premium students.</p>	<p>This will be led by the SLT leads for Teaching and Learning and will be drip fed through our program of staff development and our teaching and learning briefings and newsletters. This will be monitored through curriculum meetings, learning walks and feedback from students.</p>	<p>SH / ZA / AB</p>	<p>Each half term through the learning walk system</p>

Improved maths teaching for disadvantaged students	A focus on active maths lower down the school to engage students who have struggled with maths and disengage.	Advice from the special needs department that students with low numeracy levels and other needs benefit from more active strategies to develop their confidence in numeracy	Meetings between the SEND team and maths department to monitor the use of these strategies and the monitoring of teaching and learning through learning walks.	SPM /MJ / ST / KJ	At department meetings to see how these strategies have been implemented
Improved literacy and confidence in reading across all year groups	Accelerated reader for students in Year 7 and targeted students in Year 8  A greater focus on reading in Year 8 with dedicated reading lessons in the Year 8 English curriculum	Evidence from other schools shows this has a positive impact on reading within a school  Evidence shows that students who are good readers get better grades across all subjects	The recruitment of a new librarian with experience in running the program will help to ensure it is set up and run appropriately.  Monitoring of these lessons by the CL and KS3 leader for English will ensure the quality of reading and the teaching of reading in these and other reading lessons.	POC / KZM / LF / DB / MJ / ZA	
Effective feedback for all	A new marking and feedback policy with a focus on peer and self-assessment as well as other methods of supporting students to be self-reflective markers such as modelled marking and whole class marking sheets	Effective marking and feedback is shown to support students in making progress (EEF)	A new policy written by members of the staff body has been presented to all staff. This will be monitored through learning walks, minutes of department meetings, staff development opportunities, teaching and learning briefings and the teaching and learning newsletter	SH / ZA / TB / CLs	Half termly

<b>Targeted Support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Support for students with poor social skills / attachment issues etc	The Nest nurture provision for students in Year 7 and students in other years (£42,217)	Evidence of the benefits of a nurturing environment for vulnerable students.	A staff member has been given responsibility for the Nest and staff receive training from the Nurture Group Network. Evidence from Boxhall profiles of targets and how these have been met.	KJ / ED	Each half term
Emotional, social and home support for students who are struggling with a number of issues where support cannot be given outside of school	Two Student and family support worker (£28,277), and a school counsellor (£12,747) works with students helping them overcome issues / use strategies to help them deal with a number of issues.	Students who are able to focus in lessons and effectively deal with emotional, social and home issues are able to make better progress.	Staff are line managed by the AHT and cases are discussed regularly. Students give feedback at the end of sessions. Discussions with the pastoral staff to evaluate effectiveness of work and impact on students' wellbeing and attitude to school.	ED / AJH	Weekly meetings with SLT / line managers to review students and progress Weekly Student Welfare meetings assess all support for vulnerable students in the school
Raising the aspirations of those disadvantaged students who have low aspirations / behavioural problems, poor attendance etc,	Life coach (£5,130) to work with individuals and small groups of students.	An outside Life Coach has been chosen to offer students a different approach.	Regular meetings with the Life Coach about his cases and evaluation from the students. Intervention tracker on SIMs.	ED	After each cycle (every 10 weeks)

For students to engage in school and have the opportunity to catch up / have a place to go to work when medical / social / emotional issues prevent them from accessing a full timetable	Compass, our student support and inclusion base (£302,951 for all Student Support and Inclusion) offers different provisions for students depending on their need. The Moving On Room supports students who would otherwise be excluded / be sitting internal exclusions. The Keeping Up Room supports students who need additional support.	Compass has effectively supported students at the school for a number of years. This is a development of the provision with additional rooms (a sensory room and room for students whose behaviour means they are unable to be in lessons) has been implemented using guidance from Herts Steps, Nurture research and Restorative Justice techniques.	Paperwork demonstrates evaluation of student conduct and work. Observations of provision during learning review weeks and at other times ensures effective guidance is taking place.	AJH / SER / ED	Support for students is monitored on a weekly basis. This is amended on a needs basis to ensure the right support is in place for each student.
Academic and emotional support for students outside school hours	Breakfast club, after school club and lunch time provision run in Compass for targeted students. This offers vulnerable students a safe place to go before school and receive contact from an adult before starting the day.(Costs taken from Student Support and Inclusion budget)	Evidence from IFS in conjunction with the EEF found improved academic success in those who attended breakfast clubs.	Attendance, behaviour and other data is collected at the start of the process and monitored during the time the student attends to assess impact.	AJH / ED	Each half term
Improved attendance for disadvantaged students.	Our Student Liaison Officer and Year Leader Support Officer (37,836) have responsibility for tracking and monitoring attendance of all students. Alerts are put on those with attendance concerns, and phone calls, letters and other interventions put in place. Both staff support students and the pastoral team to keep students in school and refer to additional support.	Evidence that improved attendance leads to better outcomes for students.	AHT has responsibility for attendance and all pastoral staff and SLT line managers are in constant contact with the liaison officer to discuss cases.	JV / SLT / YLs	Termly

<p>Engagement of parents, especially those who are disadvantaged, to ensure they understand how to support their child in school</p>	<p>Parental support meetings and Parent Teacher Surgeries offer parents the opportunity to meet with staff about student progress (in addition to the usual parent teacher evenings) and be supported in accessing our systems such as reports. Use of Family Support Workers, employed by the school, to work with families and students who are experiencing difficulties. Our strong pastoral team meets regularly with parents for meetings, TAFs etc. Parent Information Evenings for each year group in the first term help to support parents understand the year and how they can support.</p>	<p>Parental engagement is seen as key to student success. We are keen to engage hard to reach parents to help them support students in their education.</p>	<p>The pastoral team are all line managed by a member of SLT who support their work with students. Weekly student welfare meetings record and track the support students are getting and offer an opportunity for staff to share concerns and raise actions on students and their families</p>	<p>SLT</p>	<p>Weekly</p>
<p>For students to access a range of extracurricular and enrichment opportunities to support their cultural capital</p>	<p>Financial support to encourage students to take up music tuition, take part in educational trips such as the Year 8 trip to Paris, theatre trips etc.</p>	<p>Evidence from schools of the impact of supporting students in cultural activities which enables students to have cultural experiences and develop a love of learning</p>	<p>Staff are aware of the policy to support disadvantaged students on school trips and in music tuition and this is always discussed with parents and in letters so students are not prevented from taking part due to financial issues</p>	<p>ED / all staff</p>	<p>Ongoing</p>

<b>Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved behaviour for learning and less incidents of students missing lessons due to behavioural incidents	<p>Herts Steps and Restorative Justice approaches.</p> <p>Amended Behaviour and Rewards policy using ClassCharts (£2,484) which enables both students and parents to access reward points, behaviour points and detentions.</p>	Evidence from Herts Steps and schools that use RJ of improved behaviour from using these approaches	<p>Trained coaches within the school can train other staff as a group and individually</p> <p>Analysis of 'Green Team' referrals and incidents on ClassCharts will inform the type of support and staff and students to focus on.</p> <p>Weekly discussions with Year Leaders at briefings; AHT closely monitoring the rewards and sanctions given out. Year Leaders tracking behaviour and incidents to put interventions in place for those who are not engaging.</p>	<p>ED / AJH / PDH</p> <p>ED / YLs</p>	<p>July 2020</p> <p>Weekly</p>
A KS4 curriculum that supports and includes disadvantaged students and enables them to succeed, regardless of ability or background.	<p>Vocational learning (£27,004) (childcare and a general course) offers students a vocational course which supports their learning in other lessons and gives them a focus.</p> <p>All students start their options in Year 9 (£27,693) which offers students the chance to focus on subjects they are interested in, again supporting their interests and engagement in school.</p>	Some disadvantaged students, especially those with low KS2 scores, have made better progress in Year 9 and are more engaged due to a more suitable curriculum being in place.	All curriculum decisions are monitored by SLT, in particular by the DHT. All subjects are monitored through our SEIP process which involves a meeting with governors, as well as observations through our learning review system.	SLT	Each year

<p>Support for students in completing homework</p>	<p>Use of Class Charts (£2,484) to enable all students to access homework, regardless of attendance to school / lessons. It also enables parents / other agencies to support students.</p> <p>Sessions on how to revise held by external speakers for Year 11 students to support them to develop good study skills</p> <p>Period 6 and after school private study for Year 11 students</p>	<p>The importance of homework is highlighted in the EEF impact reports</p> <p>Feedback from other schools and from students after this intervention in 2018/19</p>	<p>TB checks the setting of homework and quality on a regular basis CLs check homework as part of the middle leaders report</p> <p>Monitored by the Y11 leadership team for effectiveness of materials and delivery</p>	<p>TB / CLs</p> <p>DK / MLR</p>	<p>Termly</p>
<p><b>Total budgeted cost: Awaiting final costings</b></p>					

### **A. Additional detail**

At Stanborough we believe that all students should benefit from support, regardless of their disadvantaged status. We have a number of students who are just above the threshold for FSM, and therefore do not fall into the Pupil Premium category. However, they are also in need of support. We therefore offer support to all students, however priority is given to those in receipt of the Pupil Premium.

**Review of expenditure 2019-20:**

**\*All data is based on 2020 CAGs. It is understood that these may differ from what the examined grades would be but this data has been used for the purpose of evaluating Pupil Premium spending. However, as this data cannot be accurately or fairly compared with previous years, we have not compared results with previous years.**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated Impact: Did you meet the success criteria?</b> Include impact on pupils not eligible for PP, if appropriate	<b>Lessons Learned</b>
A continued focus on improving teaching and learning across the whole school	<p>The Outstanding teacher Intervention program (OTI) which ran last year will focus on staff who are keen to develop their pedagogy, in particular in engaging students and giving effective feedback</p> <p>Continued focus on drip feeding whole school ideas for teaching and learning such as the 'do it now' task</p>	<p>20 teachers have now taken part in the OTI program. This year the focus was on staff who were good teachers but needed some support to develop their teaching and ability to engage students and focused also on effective skills of modelling and scaffolding, as well as supporting students to become more independent.</p> <p>The weekly teaching and learning briefing and newsletter to all staff focused on 'nuggets' linked to different aspects of differentiation.</p> <p>CPDopoly enabled staff to take part in a range of teaching learning throughout the year. Learning walks, which often focused on the learning of PP students, was mainly positive with those staff who did not meet baseline expectations re-visited and supported where necessary.</p>	<p>OTI will no longer run as the ideas and resources can now be cascaded through the teaching and learning program within school utilising the expertise of those who have completed the program.</p> <p>Although a range of effective teaching and learning strategies have been embedded by staff, there are still areas where staff practise needs to improve and so there should be a focus on supporting staff whose teaching is not yet considered good. There are also still areas of teaching where students who are SEND and PP do not make adequate progress as their needs are not fully taken into account in planning and teaching.</p>

<p>To support students to become reflective and independent learners</p>	<p>The development and understanding of metacognition techniques across the school. The aim is to encourage staff and students to take a more reflective approach to learning to help students move their own learning forward through an understanding of their own strengths and areas for development.</p>	<p>Due to lockdown, this was not fully launched this year. We intend to launch this from January 2021. That said, a group of staff were trained on the principles of 'thinking frames' during a CPD-opoly session, which will enable us to set up a working group to research further how to best implement this across the school.</p>	<p>Staff need to be fully supported to continue to develop student understanding of 'the bigger picture' and this has been a key priority identified in the school improvement plan.</p>
<p>Improved maths teaching for disadvantaged students</p>	<p>A focus on active maths lower down the school to engage students who have struggled with maths and disengage.</p>	<p>We employed a primary trained teacher from January 2020 to work with students who were struggling to access the curriculum in maths in KS3. She started working with a small group of students to help build their confidence using strategies employed in primary schools. 73.5% of PP students achieved a 4+ in maths in 2020 and 50% achieved a 5+.</p>	<p>Due to lockdown the primary teacher had limited time with the maths department so this year we would like to utilise her skillset to support maths teachers in making lessons more accessible for lower sets in KS2.</p>
<p>Improved literacy and confidence in reading across all year groups</p>	<p>Accelerated reader for students in Year 7 and targeted students in Year 8</p> <p>A greater focus on reading in Year 8 with dedicated reading lessons in the Year 8 English curriculum</p>	<p>Due to lockdown, the accelerated reader program was not launched but will be launched Sep 2020.</p> <p>Reading lessons took place once a fortnight for all Year 7 and 8 students and we had a focus on DEAR time (Drop Everything and Read) every half term. Students were monitored in their reading and were able to choose from a selection of good quality books available at school.</p>	<p>Launch accelerated reader this September with all Year 7. Use data from the program to target the paired reading program so that a smaller number of students are chosen and more intensive work can be done with them in connection with the Accelerated Reader program.</p>

		Those in Year 7 who entered with below average KS2 scores took part in the peer reading scheme, reading with students in Y10. The students reported increased confidence in reading and social skills.	
Effective feedback for all	A new marking and feedback policy with a focus on peer and self-assessment as well as other methods of supporting students to be self-reflective markers such as modelled marking and whole class marking sheets	The new marking and feedback policy has a strong focus on student-led feedback and staff have received Inset training sessions on how to give feedback in such a way that it enables students to respond reflectively and pro-actively, displaying progress. This has been evidenced through faculty learning walk outcomes, although there is still support needed here for staff to ensure it is consistent.  The overall A8 for PP students in 2020 was	There is still more to be done on developing students' ability to effectively complete peer and self-assessment. This is something that we will be working on during the year through teacher training etc.
Support for students with poor social skills / attachment issues etc	The Nest nurture provision for students in Year 7 and students in other years (£42,217)	13 Y7 students accessed The nest for nurture provision over the year. Of these students there were a number whose struggled to access mainstream lessons and this was a respite and support for them, supporting them to stay in school and have a safe place to attend in the morning.	There was some mixing of students in The Nest as it was also used for those with weak literacy and numeracy. With the employment of the primary teacher, we are now splitting the provision into 'The Nest' which is nurture and pastoral in focus, and 'The Hive' which is focused on those who are struggling academically, in particular with maths and English.
Emotional, social and home support for students who are struggling with a number of issues where support cannot be given outside of school	Two Student and family support worker (£28,277), and a school counsellor (£12,747) works with students helping them overcome issues / use strategies to help them deal with a number of issues.	The student support workers use the 'Outcome Stars' assessment to measure students at the start and end of their time to ensure progress is made. The workers also saw other students during lunch time drop ins and supported students through the 'Free 2 Be' group for students identifying as LGBTQ+ and the Young Carers group. During lockdown the workers supported a number of vulnerable families through phone calls, socially distanced walks,	Year 11 support groups for those struggling with anxiety in the lead up to exams to be started earlier in order to support students to put in place strategies to support anxiety and mental health before the mocks.

		ensuring food bank vouchers and hygiene packs were delivered to the most vulnerable families and supporting students in the last few weeks of term to look round school and become accustomed to returning in September. The school counsellor saw a number of students from Y7-13 including some vulnerable Y11s who were struggling in the lead up to their GCSEs.	
Raising the aspirations of those disadvantaged students who have low aspirations / behavioural problems, poor attendance etc,	Life coach (£5,130) to work with individuals and small groups of students.	The life coach saw 31 students during the year, some individually and some in groups. Students reported that the sessions supported them and for some of our most vulnerable students the work the Life Coach did with them both in and out of school supported them to access school during some very difficult times. The Life Coach supported some of our most vulnerable students, including one of our looked after children during lock down.	To develop a more robust method of measuring outcomes for those who utilise the service and to keep support to a more measurable time limit.
For students to engage in school and have the opportunity to catch up / have a place to go to work when medical / social / emotional issues prevent them from accessing a full timetable	Compass, our student support and inclusion base (£302,951 for all Student Support and Inclusion) offers different provisions for students depending on their need. The Moving On Room supports students who would otherwise be excluded / be sitting internal exclusions. The Keeping Up Room supports students who need additional support.	The base was used by a number of students, especially effectively by those who had dropped a subject who were able to focus on core subjects and missed work.	
Academic and emotional support for students outside school hours	Breakfast club, after school club and lunch time provision run in Compass for targeted students. This offers vulnerable students a safe place to go before school and	Eleven students accessed Breakfast Club during the year for a variety of reasons such as low confidence, SEND, lack of support at home etc. This provided students with a supportive start to the day	To use the information gained throughout lock down regarding students who have difficult home lives to help target the referrals for breakfast club.

	receive contact from an adult before starting the day.(Costs taken from Student Support and Inclusion budget)	which helped to prevent problems later in the day. Lunch club was also open to a number of students and was accessed particularly by a group of Y10 boys who struggled in the main school at lunch. This gave them support with forming relationships and also a space to talk about any problems.	
Improved attendance for disadvantaged students.	Our Student Liaison Officer and Year Leader Support Officer (37,836) have responsibility for tracking and monitoring attendance of all students. Alerts are put on those with attendance concerns, and phone calls, letters and other interventions put in place. Both staff support students and the pastoral team to keep students in school and refer to additional support.	Close monitoring of attendance meant that the attendance of Pupil Premium students was 3.5% lower than non Pupil Premium students (96.8% vs 93.3%). Attendance Action Plans, a focus on attendance at Year Leader Briefings, support from our student support workers (e.g. reintegration timetables) supported attendance of these students. Although we saw no improvement from the previous year (96.6% vs 93.4%) the data from 2019-21 only takes into account half the year.	Identifying issues with attendance and acting on these earlier. Utilising our AIO more for individual cases and advice.
Engagement of parents, especially those who are disadvantaged, to ensure they understand how to support their child in school	Parental support meetings and Parent Teacher Surgeries offer parents the opportunity to meet with staff about student progress (in addition to the usual parent teacher evenings) and be supported in accessing our systems such as reports. Use of Family Support Workers, employed by the school, to work with families and students who are experiencing difficulties. Our strong pastoral team meets regularly with parents for meetings, TAFs etc. Parent Information Evenings for each year group in the first term	We ran a course through HAFLS (Hertfordshire Adult and Family Learning Service) for parents who wanted to improve their ability to support their child's mental health and well-being. We invited all parents of Pupil Premium students and had 11 signed up for the course. The course ran for 4 weeks before lockdown and the feedback and engagement was positive.	To invest in the HAFLs again once social distancing has ended and engage in other courses that might engage and support our parents.

	help to support parents understand the year and how they can support.		
For students to access a range of extracurricular and enrichment opportunities to support their cultural capital	Financial support to encourage students to take up music tuition, take part in educational trips such as the Year 8 trip to Paris, theatre trips etc.	Due to lockdown, the trip to France didn't run, although we would have supported a number of Pupil Premium students to attend this trip as it is a great way to develop lifelong skills and become part of the Stanborough community.	
Improved behaviour for learning and less incidents of students missing lessons due to behavioural incidents	<p>Herts Steps and Restorative Justice approaches.</p> <p>Amended Behaviour and Rewards policy using ClassCharts (£2,484) which enables both students and parents to access reward points, behaviour points and detentions.</p>	<p>We continued to train staff using the Herts Steps ethos. Compass offers respite and support for those who are struggling in school and need extra support. Over the autumn term, 6% of students received an external exclusion and of these 51% were pupil premium.</p> <p>Class Charts enabled us to track behaviour points for students and use this as a motivating factor. This was used as part of our Pastoral Support Plans and supported both parents, students and staff in understanding where issues were arising so we could put in place strategies to support students.</p>	Further develop the behaviour management of staff within the school with a focus on staff understanding student needs and building positive relationships with them.
A KS4 curriculum that supports and includes disadvantaged students and enables them to succeed, regardless of ability or background.	<p>Vocational learning (£27,004) (childcare and a general course) offers students a vocational course which supports their learning in other lessons and gives them a focus.</p> <p>All students start their options in Year 9 (£27,693) which offers students the chance to focus on subjects they are interested in,</p>	<p>Our core group of Y11s achieved a variety of Level 1 Cope units such as 'working with others', 'planning and giving oral presentations' and 'planning and carrying out research'. This helped some of our most vulnerable students achieve lifelong skills and supported them in their GCSE subjects.</p> <p>The childcare Cambridge National course ran in Y9 and 10 supporting nearly 50 students. The Y11</p>	Utilise the primary trained teacher and core staff to support students in the core groups to help them develop core skills and catch up on basic skills to support them in taking their GCSEs. The SLT link for English, maths and science will monitor this through the heads of faculty to ensure this is focused and progress is made.

	again supporting their interests and engagement in school.	Core classes in Y9, 10 and 11 support small groups of students who are unable to take a full cohort of exams. They were taught by specialist teachers to support them develop their English, maths and science.	
Support for students in completing homework	<p>Use of Class Charts (£2,484) to enable all students to access homework, regardless of attendance to school / lessons. It also enables parents / other agencies to support students.</p> <p>Sessions on how to revise held by external speakers for Year 11 students to support them to develop good study skills</p> <p>Period 6 and after school private study for Year 11 students</p>	<p>Analysis during lock down showed all but a couple of students and parents were accessing Class charts on a regular basis and this was a key way to access, reward and support students.</p> <p>Elevate (educational company working on motivation and exam technique); Life Coach worked with students with low aspirations; an ex-student spoke to students about their future; exam stress groups were run by our student support workers. Mocks and approach to learning was measured between two points and an improvement seen in a number of students</p> <p>Two months of support (before lockdown) of tuition from post 16 students in the LRC supported students to access core subjects.</p>	<p>Continue to monitor the engagement of parents and students on class charts through the key analysis tools. Year Leaders to intervene when a lack of engagement becomes evident.</p> <p>Develop the tuition model to ensure students in Y11 have the same tutor to help build a rapport and encourage a mentoring side to the tuition.</p>

