

Stanborough School Pupil Premium Impact Statement 2020-21



1. Summary information			
School	Stanborough School		
Academic Year	2020-21	Total PP budget	£199,595
Total number of pupils	1129	Number of pupils eligible for PP	212

2. Current attainment (Y11 2019-20)		
No of PP students Y11 2019-20: 34	Pupils eligible for PP (your school)	National Benchmark (national non PP)
Progress 8 score average	0.01	
Attainment 8 score average	44.94	
% students achieving 9-5 in E and M	41.2% of PP cohort	
% students achieving 9-4 in E and M	67.6% of PP cohort	
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.	A number of students who enter Year 7 on the Pupil Premium also have other barriers to achievement such as SEND, poor literacy and numeracy, difficult family situation etc.	
B.	A number of Pupil Premium students did little work over lock down and so are behind in their subjects and some have limited access to IT	
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 (93.3% vs 96.8% for non Pupil Premium students)	
Desired outcomes		

	Desired outcomes and how they will be measured	Success Criteria
<p>A.</p>	<p>A number of students who enter Year 7 on the Pupil Premium also have other barriers to achievement such as SEND, poor literacy and numeracy, difficult family situation etc.</p> <p>To support Year 7 students to make a positive transition to secondary school and put in place interventions to help them catch up in English and maths:</p> <ul style="list-style-type: none"> • Use of primary trained teacher to teach small groups in 'The Hive' • Accelerated Reader for Year 7 • The Nest to support students who struggle to access lessons due to emotional, behavioural or social reasons. • Transition program before Year 7 and during Year 7 	<p>Assessments in The Hive show an improvement in English and maths, and student voice shows increased confidence in these areas.</p> <p>The accelerated reader shows positive uptake by all those in Year 7. Data taken over the year shows an improvement in reading skills.</p> <p>Students who access The Nest show an improvement in their engagement to school in comparison to their starting point using notes taken from transition meetings with primary schools.</p>
<p>B.</p>	<p>A number of Pupil Premium students did little work over lock down and so are behind in their subjects and some have limited access to IT</p> <p>To work with individuals to support them in catching up on work missed and support them to access interventions in school over the next year:</p> <ul style="list-style-type: none"> • Y11 SLT mentoring and peer mentoring between older and younger students • Y11 Period 6 sessions • Y11 LRC targeted revision • Homework club for all year groups • Deputy Head in charge of Y11 and core subjects to support the tracking and interventions for those at risk of underachieving • IT devices given out to targeted Y11s • Revision guides for targeted Y11 PP students • Raising the profile of PP Y11 students and their needs for all staff 	<p>Gaps for those who did not work over lockdown narrow and students report greater confidence in accessing their subjects. Students achieve in line with national expectations in their GCSEs.</p>
<p>C.</p>	<p>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:</p> <p>To continue to focus on mental health support in school through:</p> <ul style="list-style-type: none"> • Mental Health Policy • Mental Health Governor • Mental Health representatives • Staff Training 	<p>Students to feel fully supported across the school, especially those in Year 11 who are taking public exams. Seen through outcomes from interventions such as Outcome Stars, reintegration timetables, minutes from TAFs and student welfare meetings.</p>

	<ul style="list-style-type: none"> • Student and family support workers • Hub for family support workers • Life Coach • School counsellor • Compass inclusion unit • SEND mentoring • HLTA with responsibility for autism 	
<p>D.</p>	<p>Poor attendance for some Pupil Premium students has led to some students being unable to fully engage in school:</p> <p>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> <ul style="list-style-type: none"> • Attendance Action Plans • Reintegration timetables • Mental health and wellbeing support (as above) • Use of Attendance Improvement Officer • Breakfast club 	<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					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A continued focus on improving teaching and learning across the whole school	Continued focus on drip feeding whole school ideas for teaching and learning through the T&L bulletin, CPDopoly INSET sessions for staff, guest speakers at INSET.	Giving staff small chunks of information on improving teaching and learning helps them embed key ideas into their teaching in a timely way. Guest speakers have been chosen through feedback from other schools online.	Learning walks and learning talks help to monitor the teaching and learning and how teaching and learning strategies are embedded into teaching.	ZA /SH / AB	Each term in SLT link meetings between SH, ZA and AB
To support students to become reflective and independent learners	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.	Evidence from the EEF shows metacognition techniques are a cheap and effective way of supporting students make progress, especially Pupil Premium students.	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.	SH / ZA / AB	Each half term through the learning walk system
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. Additional support from SEND staff in maths lessons lower down the school to support students and support their engagement in lessons	Advice from the special needs department and primary trained teacher 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 / MB	At department meetings to see how these strategies have been implemented Through Learning Walks
Improved literacy and confidence in	Accelerated reader for students in Year 7	Evidence from other schools shows this has a positive	The recruitment of a new librarian with experience in running the	POC / KZM / LF	Termly

reading across all year groups	A greater focus on reading in Year 8 with dedicated reading lessons in the Year 8 English curriculum	impact on reading within a school Evidence shows that students who are good readers get better grades across all subjects	program will help to ensure it is set up and run appropriately. Training for all Year 7 English teachers and relevant members of the SEND department to support the running of the program. 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.	/ DB / MJ / ZA	
Effective feedback for all	Training students to peer and self-assess effectively through lessons. Training for staff in whole school INSET and through the sharing of good practice in CDT meetings.	Effective marking and feedback is shown to support students in making progress (EEF)	SLT monitor the marking and feedback during learning walks and through SLT book scrutiny sessions.	SH / ZA / TB / CLs	Half termly

Targeted Support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Support for students with poor social skills / attachment issues etc	The Nest nurture provision for students in Year 7 and students in other years	Evidence of the benefits of a nurturing environment for vulnerable students.	The deputy SENDCO has for the Nest. Observations through the Learning Walk system will help to monitor the provision as well as regular meetings with the SLT in charge of SEND.	MH / KJ / ED	Each half term
Support for students with poor literacy and numeracy skills	The Hive provision for students in Y7 and Y8 who have below average literacy and numeracy run by a qualified primary teacher. Additional core lessons for students in Y9-11 who have been	Advice from the Pupil Premium review October 2019 to employ a primary teacher to support students with significant literacy and / or numeracy weaknesses. Additional tuition for students in small groups (EEF).	Assessments from the primary teacher to help measure progress. Observations as part of the Learning Walk cycle. Student feedback. Assessments in core subjects,	MB / KJ / ED SL / SPM	Each half term At PU points in the year

	disapplied from taking a MFL at GCSE support targeted students by offering additional lessons in core subjects from a core teacher.		feedback from core teachers and students.	/ POC / DK	
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 ,and a school counsellor 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 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 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.

<p>Academic and emotional support for students outside school hours</p>	<p>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.</p>	<p>Evidence from IFS in conjunction with the EEF found improved academic success in those who attended breakfast clubs.</p>	<p>Attendance, behaviour and other data is collected at the start of the process and monitored during the time the student attends to assess impact.</p>	<p>AJH / ED</p>	<p>Each half term</p>
<p>Improved attendance for disadvantaged students.</p>	<p>Our Student Liaison Officer and Year Leader Support Officer 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.</p>	<p>Evidence that improved attendance leads to better outcomes for students.</p>	<p>AHT has responsibility for attendance and all pastoral staff and SLT line managers are in constant contact with the liaison officer to discuss cases.</p>	<p>JV / SLT / YLs</p>	<p>Termly</p>

<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>Engagement with HAFLS (Hertfordshire Adult and Family Learning Service) to offer in school courses on well-being etc.</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>Feedback from course leaders and parents</p>	<p>SLT</p> <p>ED</p>	<p>Weekly</p> <p>After each course</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>

For students to have IT access at home in the event of lockdown or further isolation so they can access work at home	Utilising the government grant and other support to enable all students to have access to IT outside of school to support them in accessing online learning platforms such as Microsoft Teams	Evidence during lockdown shows that those who did not have IT access struggled to keep up.	Tracking the devices handed out and the work completed. Surveying all parents so the support can be targeted in the right places	ED / AZG / ZA / YLs	Each time we have an incident of isolation
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Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved behaviour for learning and less incidents of students missing lessons due to behavioural incidents	Herts Steps and Restorative Justice approaches. Behaviour and Rewards policy using ClassCharts which enables both students and parents to access reward points, behaviour points and detentions.	Evidence from Herts Steps and schools that use RJ of improved behaviour from using these approaches	Staff who have completed the Herts Steps Training train new staff in the ethos Analysis of 'Green Team' referrals and incidents on ClassCharts will inform the type of support and staff and students to focus on. 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.	ED / AJH / PDH ED / YLs	July 2021 Weekly
A KS4 curriculum that supports and includes	Vocational learning (childcare) offers students a vocational course which supports their	Some disadvantaged students, especially those with low KS2 scores, have made better	All curriculum decisions are monitored by SLT, in particular by the DHT. All subjects are monitored	SLT	Each year

disadvantaged students and enables them to succeed, regardless of ability or background.	learning in other lessons and gives them a focus. All students start their options in Year 9 which offers students the chance to focus on subjects they are interested in, again supporting their interests and engagement in school.	progress in Year 9 and are more engaged due to a more suitable curriculum being in place.	through our SEIP process which involves a meeting with governors, as well as observations through our learning review system.		
Support for students in completing homework	Use of Class Charts to enable all students to access homework, regardless of attendance to school / lessons. It also enables parents / other agencies to support students. Sessions on how to revise held by external speakers for Year 11 students to support them to develop good study skills Period 6 and after school private study for Year 11 students	The importance of homework is highlighted in the EEF impact reports Feedback from other schools and from students after this intervention in 2018/19	ZA checks the setting of homework and quality on a regular basis CLs check homework as part of the middle leaders report Monitored by the Y11 leadership team for effectiveness of materials and delivery	ZA / CLs DK / SH / AZW	Termly Each year after Y11 cohort has gone through
Total budgeted cost: £276,683					

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 2020-21:

***All data is based on 2021 TAGs. 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.**

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
A continued focus on improving teaching and learning across the whole school	Continued focus on drip feeding whole school ideas for teaching and learning through the T&L bulletin, CPDopoly INSET sessions for staff, guest speakers at INSET.	Feedback from staff on the CPD sessions was positive and strategies were seen in lesson during learning walks (SISRA Observe)	Continue to drip feed strategies for improving teaching and learning. Feedback was also that staff liked the CPDopoly run by individual staff which gives staff a chance to opt for sessions that meet their needs and enable them to have bespoke CPD
To support students to become reflective and independent learners	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.	Focus on 'why this, why now, what next' in lessons for all students to help them reflect on their learning. Evidence from learning talks in June 21 showed most students could speak about their learning, what they were learning and what came next. A PP student was chosen from each class to interview alongside other students and no difference was found in their understanding.	Continue to embed this ethos in students. Introduce learning journeys for all students in all subjects to help focus on the bigger picture.

<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. Additional support from SEND staff in maths lessons lower down the school to support students and support their engagement in lessons</p>	<p>Learning talks with PP students shows that students have a greater understanding of how and where maths skills link to every day life and are relevant to students.</p> <p>As a result, 74% of PP students in year 7 made at least expected progress against their targets. 42% of students who did not meet age related expectations at the end of year 6 (based on CAT4 estimation), are now working at the age related level.</p> <p>In year 8, 1 out of 14 PP students had moved from below age related expectations to age related expectation by the end of the year.</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>Students in Y7 had one lesson a week on accelerated reader and those identified as having low reading ages were given extra sessions at tutor time supported by Y9 reader leaders. Evidence from accelerated reader of improvement in reading ages. This is also shared with parents on the report.</p>	<p>Introduce to the new Y7 and continue with Y8</p>
<p>Effective feedback for all</p>	<p>Training students to peer and self-assess effectively through lessons. Training for staff in whole school INSET and through the sharing of good practice in CDT meetings.</p>	<p>Learning walks and learning talks showed that in most classes feedback was in place and supporting students (evidenced on SISRA observe). Where this wasn't the case individuals were spoken to and supported.</p>	<p>Continue training for staff and reminders about expectations e.g. INSET Sep 21</p>

<p>Support for students with poor social skills / attachment issues etc</p>	<p>The Nest nurture provision for students in Year 7 and students in other years</p>	<p>6-8 students each term spent time every morning in The Nest. For some students this was the only time they were in school due to reintegration timetables. Students were positive about their experience and the YL reported that students who accessed The Nest settled well into school as part of their secondary transition despite concerns from primary.</p>	<p>Introduce impact form for staff to complete before and after intervention to help monitor the progress and impact</p>
<p>Support for students with poor literacy and numeracy skills</p>	<p>The Hive provision for students in Y7 and Y8 who have below average literacy and numeracy run by a qualified primary teacher.</p> <p>Additional core lessons for students in Y9-11 who have been disapplied from taking a MFL at GCSE support targeted students by offering additional lessons in core subjects from a core teacher.</p>	<p>Students were supported in small groups and all made progress in the various assessments that are used to ensure the intervention support students (different depending on the needs of the student e.g. reading, comprehension, numeracy etc)</p>	<p>Introduce impact form for staff to complete before and after intervention to help monitor the progress and impact</p>
<p>Emotional, social and home support for students who are struggling with a number of issues where support cannot be given outside of school</p>	<p>Two Student and family support worker ,and a school counsellor works with students helping them overcome issues / use strategies to help them deal with a number of issues.</p>	<p>Students saw both the student support workers and the school counsellor and this support continued during lockdown with the school counsellor running sessions on teams and the student support workers going on socially distant walks and keeping in contact with vulnerable students and their families. This often resulted in further referrals, work when students returned, food vouchers, hygiene packs etc being delivered.</p> <p>Student support workers use the ‘outcome star’ system to measure progress and when a student does not make progress a further referral is made or the case is discussed at the weekly student welfare</p>	<p>The counsellor will now offer supervision to the two student support workers.</p>

		<p>meeting to discuss further actions. The student support workers, counsellor and AH in charge of inclusion and support meet half termly to discuss cases and next steps.</p> <p>The Free 2 Be and Young Carers group were up and running again this year for different year groups (due to bubbles) which supported a number of students who would otherwise have been isolated due to lockdown.</p>	
<p>Raising the aspirations of those disadvantaged students who have low aspirations / behavioural problems, poor attendance etc,</p>	<p>Life coach to work with individuals and small groups of students.</p>	<p>The Life Coach worked with small groups of students until Christmas supporting them to make appropriate choices in school and at home.</p> <p>Small groups of disadvantaged students also met with the deputy year leader each week for a term to go through our raising aspirations program which involves work on careers, behaviour, mindfulness etc. The feedback from these sessions was positive and it also enabled the deputy year leaders to form closer relationships with some of our most vulnerable students.</p>	<p>To find appropriate mentoring and support for those students who need a male role model.</p> <p>To develop the raising aspirations program so that students do different activities as they move through the school.</p> <p>To focus on the vulnerable group of SEND and PP and ensure the program is suitable for their needs</p>
<p>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</p>	<p>Compass, our student support and inclusion base 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.</p>	<p>Students used the base when they needed a safe place to go and the green room (our crisis room) was particularly busy this year as a result of the anxiety and emotional strains lockdown brought to a number of our vulnerable students. We also had a number of students who were on a reintegration timetable after time out due to mental health needs. Compass provided a safe space to help reintegrate these students back and we had success with</p>	<p>To ensure all staff are aware of the reintegration plan and this is overseen by one adult to ensure this happens.</p>

		two very vulnerable students who used Compass to help reintegrate back into the school.	
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)	Due to covid we were unable to mix student and offer breakfast club and lunch time provision in Compass. We were able to offer The Retreat, our safe space for autistic students at lunch in bubbles and this supported a number of students who did not want to be in the busy quads.	To set this up again for 2021-22
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.	Although there was an improvement in attendance overall and for our PP students, the gap is still there. We did a lot of work during lockdown to speak to students who were struggling and those who we were concerned would struggle to attend post lockdown. We had contact with a range of services to support students coming back in and many students had a reintegration timetable to support them to attend school again.	To focus on early intervention by picking up on poor attendance early on through a three tired approach using tutors, anxiety mapping and a new attendance action plan
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	Due to covid the parent meetings went online which meant more parents were able to access these meetings. Where there was an issue staff contacted parents and spoke to them. The year leaders, deputy year leaders and tutors also were in contact with parents, and during lockdown all	To continue to offer a hybrid experience to parents to support more parents to access information and engage with school.

	<p>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>Engagement with HAFLS (Hertfordshire Adult and Family Learning Service) to offer in school courses on well-being etc.</p>	<p>families were contacted by a staff member and any actions were followed up by the pastoral team. The SEND team were also in contact with vulnerable students on a regular basis to offer support and resources where necessary.</p> <p>Due to covid all information evenings were moved online which meant families could watch information in their own time. This also meant the information could be shared in tutor time so all students had access to this.</p> <p>Our family support worker, along with the student support workers, worked with our vulnerable students and families to offer support throughout the year and in particular during lockdown. Our weekly student welfare meetings were attended by both who were able to share information and help signpost.</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>All Year 7 students were offered a taster of instrumental lessons thanks to support from a local arts charity and this was followed up by support for tuition for students, especially those who are pupil premium.</p> <p>Due to covid we ran no extra curricular activities that were outside of school and needed payment. We did monitor the engagement of pupil premium students in extra curricular activities and leaders and staff were asked to target these students when running clubs and activities.</p>	<p>To support pupil premium students to access extra curricular activities when they are on</p>

		Our summer school was targeted at students who were SEND / Pupil Premium / CLA or vulnerable and this offered students a range of activities such as art, technology, sport, team building, cooking etc.	
For students to have IT access at home in the event of lockdown or further isolation so they can access work at home	Utilising the government grant and other support to enable all students to have access to IT outside of school to support them in accessing online learning platforms such as Microsoft Teams	We supported all students who did not have access to IT during lockdown so no student was disadvantaged. When students were isolating we also supported them to access technology so that they could access lessons on teams.	To develop our BYO policy and support those who are unable to access technology
Other approaches			
Improved behaviour for learning and less incidents of students missing lessons due to behavioural incidents	Herts Steps and Restorative Justice approaches. Behaviour and Rewards policy using ClassCharts which enables both students and parents to access reward points, behaviour points and detentions.	We continued to use our behaviour policy and rewards system to encourage positive behaviour and we saw a reduction in behaviour incidents and exclusions. We used our Compass base to support those who were internally excluded and those with multiple behaviour incidents were supported through referrals to the Life Coach, outreach, student support workers, mentoring, meetings with parents, careers interviews etc to help improve behaviour.	To embed changes to the behaviour policy and to continue to work on preventative measures to help students behave in an appropriate way at school
A KS4 curriculum that supports and includes disadvantaged students and enables them to succeed, regardless of ability or background.	Vocational learning (childcare) offers students a vocational course which supports their learning in other lessons and gives them a focus. All students start their options in Year 9 which offers students the chance to focus on subjects they are interested in, again supporting their interests and engagement in school.	The core group was run by English, maths and science teachers and in Y9 the students also had some sessions with our primary trained teacher to support their basic skills. This was successful in supporting students. 33% of students improved their English predicted grade to grade 5 (on target).	To ensure that the right staff are matched to the groups – in 2021-22 a more strategic plan is in place so that the Y11 group who are made up of mainly EAL students are taught by the EAL teacher and the Y9 group are taught solely by the primary trained teacher to support their core literacy and numeracy skills.

<p>Support for students in completing homework</p>	<p>Use of Class Charts 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>Each year group ran a homework club for vulnerable students will helped them to get support in completing work and enabled students to have access to technology / resources they may need. Each year group's homework club was attended by up to 15 students each week.</p> <p>The LRC was available for Y11 to support them in accessing resources and so they had a quiet place to study. Vulnerable students were invited to attend school during lockdown to keep up with school work and exam preparation. Of the 14 students who attended, 11 improved their overall total point score between attending and receiving their final TAG.</p>	<p>To further develop the purpose of homework and how it is used in the school so that all students are able to complete it and access it</p>
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