

Kesgrave High School Disadvantaged Strategy Statement 2021-2022

Disadvantaged Students 2021-2022	No of Students	Funding per student	Total Funding
Deprivation	212	£935	£198,220
Service	13	£300	£3,900
Looked After	13	£2300	£29,900
Adopted from care	6	£2300	£13,800
		Total:	£245,820

1. Barriers to future attainment

In-school barriers

A.	Resilience, organisation and learning habits
B.	Behaviour Issues – On average disadvantaged, students are more likely to have a higher number of negative behaviour points than non-disadvantaged students (nearly double), they are also more likely to have a lower number of achievement points than non-disadvantaged students.
C.	Low expectations
D.	Reading habits and lower depth of vocabulary
E.	Low prior attainment especially in Literacy and Numeracy

External barriers

F.	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).
G.	In some cases, priority placed upon learning and achievement at home.
H.	Mental and emotional well-being of disadvantaged students
I.	In some cases, low aspirations about what can be achieved and how to be successful and limited access to positive role models.
J.	Attendance/punctuality of disadvantaged pupils

2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
--	---	-------------------------

A.	Improvement in resilience, organisation and understanding of how the individual students learn (metacognition).	Learning walks will show that students will have a better understanding of metacognition and how they can use this to improve their learning in lessons.
B.	Improvement in behaviour of disadvantaged students	Disadvantaged students with the highest profile in terms of behaviour will report improvements in the number of achievement points attained and a reduction in the number of behaviour points attained.
C.	Higher expectations of disadvantaged students	Lessons will be appropriately challenging for all students, there will also be greater awareness of prior attainment and targets.
D.	Students will spend more time reading and there will be an increase in vocabulary and background knowledge for Disadvantaged students.	Positive feedback from students regarding KS3 tutor reading programme. Trial ways to assess the impact of word of the week and literacy buzz.
E.	Increased progress of students with low prior attainment	Tracking of KS3 students shows disadvantaged students with low prior attainment making higher than expected progress, therefore improvements in NRSS scores for Reading and Maths.
F.	Improved attitude to homework & students will bring correct equipment to lessons.	There will be an improvement in the ATH levels and a reduction in behaviour points for equipment for disadvantaged students.
G.	Improved status of learning and achievement for disadvantaged students	A greater proportion of disadvantaged students will be at the top end of the CTL scale and be invited to celebration events.
H.	Disadvantaged students will have access to resources to help deal with stress and anxiety.	Students will know where to go and how to access help and support.
I.	Improvement in the aspirations of disadvantaged students.	Greater number of disadvantaged students will apply for sixth form to do A levels.
J.	Improved attendance rates for disadvantaged students	Gap between disadvantaged and non-disadvantaged will reduce in terms of attendance.

Main aims for 2021-22

Sustain the profile of our PP work amongst all staff – classroom and admin.

Prioritise ‘high quality’ teaching.

Ensure the usage of TA’s in the classroom is appropriately targeted, class teachers prioritises disadvantaged students.

Whole school priority for Reading and Vocabulary improvement.

Short and long-term intervention strategies for English and Maths based on Star results.

Mentoring of disadvantaged students.

Improved use of attainment data (especially at KS3) in order to monitor

Tracking and monitoring of interventions.

Focus on attendance monitoring of PP students.

Extending the use of Edukey to all staff.

Termly meetings to monitor progress with key members of staff.

3. Planned expenditure

Academic year

2021-2022

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost Breakdown
<p>Quality first teaching – improvement of uptake of CPD in staff body.</p> <p>(A)</p>	<p>CPD to be more focussed on six clear teaching and learning principles:</p> <ul style="list-style-type: none"> • Subject knowledge • Challenge/High Expectation • Modelling • Review/Retrieval • Questioning • Feedback <p>(subject knowledge in department time)</p>	<p>Education Endowment Foundation (EEF) research suggests that focussing on the high quality of wave one teaching, through CPD, is the best way to try to address the gap between the advantaged and disadvantaged students. Feedback and metacognition have shown the best results in independent studies into improvements in learning and these 6 areas incorporate these principles.</p>	<p>Every member of staff (teaching) will be expected to attend a training session on each of the 6 teaching & learning principles. These sessions will focus on current research as well as ideas for successful implementation in the classroom.</p> <p>Teaching staff will also be expected to take part in a research group that focuses on one of these principles.</p> <p>2021/22 Continued use of the 6 principles, research groups to be used to provide more detail and examples for use in the classroom as well as a focus for research questions. Share examples of good practice (from Blue Sky observations) with the research leads so these can be incorporated into their sessions.</p>	<p>Each area will be led by 2 members of staff as research leads. Overseen by T Legg</p>		<p>£2000 for 10 Research leads</p>

<p>Review and development of KS3 curriculum (whole school priority) to ensure that all students make accelerated progress on arrival at KHS</p> <p>Greater understanding from every teacher of the intent, implementation and impact of the curriculum, especially at KS3.</p> <p>(A & C)</p>	<p>Time spent within and across departments (including FORUM meeting time focus)</p>	<p>Progress at KS4 is not sufficient for all students, esp disadvantaged. Learning at KS4 and 5 seems purposeful and well-pitched. KS3 needs a greater impetus.</p>	<p>Whole staff training/involvement Departmental time Departmental focus Monitoring and Evaluation cycle</p>	<p>J Upton and T Legg</p>		<p>£2000</p>
<p>Change to whole school assessment tracking and monitoring system to be in line with GCSE 1 to 9 grades.</p> <p>(A & E)</p>	<p>Use Star testing and subject assessment data to track, monitor and identify students that need intervention and support as well as stretch and challenge.</p>	<p>Closing the COVID gap (especially prevalent for PP students). Closing the PP and non-PP attainment gap.</p>	<p>Whole staff training/involvement Departmental time Departmental focus Monitoring and Evaluation cycle</p>	<p>J Upton and T Legg and PP team</p>		<p>£500</p>
<p>PP team to have a clear understanding of the provision for disadvantaged students at a classroom level.</p> <p>(A)</p>	<p>Lesson observations and learning walks carried out by the team responsible for Pupil Premium provision.</p> <p>Duty walks by leadership team.</p>	<p>We need to establish whether all teachers and support staff are aware of who the disadvantaged pupils are and that the correct support is being provided in lessons. Identifying issues precisely is critical to effective PP spending.</p>	<p>Staff (all) training centred around the disadvantaged will take place:</p> <ul style="list-style-type: none"> • Staff Handbook • PD days • After school CPD • ITT • New staff conference <p>Planned learning walks. PP review to be scheduled.</p>	<p>K Abbott & PP team</p>		<p>Normal provision</p>
<p>A more consistent approach to behaviour issues that</p>	<p>A new behaviour policy will be introduced in September 2019 across all year groups.</p>	<p>The Longitudinal Study of Young People in England found that young people are</p>	<p>Staff (all) training centred around the new behaviour policy.</p>	<p>L Warfield C Finch (behaviour)</p>		<p>Normal provision</p>

<p>impact learning outcomes across the whole school.</p> <p>(B and J)</p>	<p>Main points include:</p> <ul style="list-style-type: none"> • Greater emphasis on positive rewards reflecting 3B's • 'Onsite, Out of sight' policy in regards to mobile phones. • On the day detentions for both serious behaviour (red card) and LLD (yellow card). • Attendance will be monitored at the gate and free time removed. • Greater focus on uniform and equipment infringements 	<p>more likely to do well at GCSE if the young person him/herself avoids risky behaviour such as frequent smoking, cannabis use, anti-social behaviour, truancy, suspension and exclusion. Therefore, we have a duty as a school to try to be consistent and focus on these issues.</p>	<p>Student assemblies so that all students understand the expectations. Half-termly monitoring of behaviour and achievement points as well as attendance for Disadvantaged students. Identification of students that need mentoring and appropriate targets put into place. 2021/22 ensure consistent approach to higher level sanctions – review of Behaviour Policy. Ensure that layer of teacher sanction in place for classroom-based issues e.g. homework before centralised response to ensure ownership and direct follow up 3Bs collation and phone calls home. Evaluate the Success of these.</p>	<p>PP Team (monitoring & mentoring)</p>		
<p>Better understanding among the staff of the Pupil Premium/ Disadvantaged group)</p> <p>(C)</p>	<p>PP team to create a method that clearly displays information regarding the PP/Disadvantaged pupil group. This will include:</p> <ul style="list-style-type: none"> • Information on socio/economic background of student that would provide insight • Transparency of where PP funding is being spent • Comments from staff and the students themselves regarding welfare, home- 	<p>Research suggests that the more people that have ownership over the provision for pupil premium strategies the more successful they will be. CPD and access to ideas for working with the disadvantaged and low prior attainment students is key in the ownership of strategies from the bottom up.</p>	<p>Creation of system for monitoring & tracking. Appropriate guidance for staff to ensure completion is effective & timely. Transfer of funds to departments only after information has been recorded. 2020/21 Training of all teaching staff, HOY teams & admin support teams.</p>	<p>PP Team – K Abbott, J Coles and C Leak</p>		<p>£1500 for software (SEN, PP & Safeguarding)</p>

	<p>life, behaviour etc as well as attitude to learning</p> <ul style="list-style-type: none"> Suggested strategies for working with more challenging students <p><u>PP team to provide training to all staff.</u></p>		<p>Providing guidance so that all appropriate interventions are mapped, this will allow us to start tracking interventions and quantifying their impact. For this year the main focus is to provide information to teaching staff about their students, whilst the admin staff will be updating the interventions. Further along the line we can look at other uses and benefits to all staff.</p>			
<p>Classroom teachers prioritise disadvantaged students in the lesson.</p> <p>(E & G)</p>	<p>Use of TA's across the school to support teaching and learning. TA's deployed by class teacher to ensure time is appropriately targeted and disadvantaged students are supported effectively.</p>	<p>EEF recommends that for the effective use of TAs under everyday classroom conditions:</p> <ul style="list-style-type: none"> TAs should not be used as an informal teaching resource for low attaining pupils Use TAs to add value to what teachers do, not replace them Use TAs to help pupils develop independent learning skills and manage their own learning Ensure TAs are fully prepared for their role in the classroom 	<p>Teacher and TA CPD. Observations, learning walks and duty walks by SLT.</p>	<p>R. Coe & Learning support team, PP Team</p>		<p>£368,474</p>
<p>Improved outcomes for LPA students & high achievers in core subjects.</p> <p>(E & G)</p>	<p>Smaller group sizes (therefore more classes) in English, Maths & Science</p>	<p>Smaller class sizes means more targeted support for students in core subjects. More support for LPA's and high achievers.</p>	<p>Assessment, monitoring & tracking of students to ensure good progress is made.</p>	<p>Departments heads and coaches</p>		<p>£282,000 (141 lessons @ £2000)</p>

Support for disadvantaged students through the GI program. (A, E & G)	Utilise the graduate intern program to promote teaching and encourage excellent teaching & learning practice.	The graduate intern program employs recent graduates to support roles including literacy and numeracy coaching, 1 to 1 and small group work, test and exam preparation, co-teaching, subject specific mentoring for KS4 and KS5 pupils, working with disadvantaged pupils and extra-curricular support.	Training for GI's Deployment in intervention groups and supporting teaching in the classroom.	T. Legg & R.Coe		£32,564
Total budgeted cost						£689,038
ii. 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?	Cost Breakdown
Better provision for the management of mental health issues within school. (A and H)	School to employ two Emotional Literacy Support Assistants (ELSAs) from Sept 2019 They will meet with students who suffer from mental health issues that affect their learning, such as anxiety. They will also be trained mental health first aiders and will have a designated place of contact within the school.	Focussed pastoral support is crucial in getting the best out of students who may not have had consistent adult support at home (CIC, AFC)	Meeting with SSO's to identify Disadvantaged students from each year group that will need ELSA support. Tracking of this support via the PP database. Identification of the amount and type of support given as well as any subsequent referral. 2021/22 whole school approach to positive mental health to be embedded. Use of Dr Hazel Harrison to support the model. Approach woven into pastoral, PSHE and whole school culture. Promotion of a common language around positive mental health and well-being.	R Coe/T Rush		3 TA's grade 4 mid point (cost based on grade 3 to 4 increase) £1500 Trauma training for SSO to support CiC student(s) £600

<p>Improved reading levels for LPA (Low Prior Attainment) students.</p> <p>(D)</p>	<p>Breakfast/Afternoon tea club for reading</p> <p>These will be open to all students to encourage in reading homework participation. However, LPA students will be specifically invited.</p> <p>Students paired with 6th formers, parent helpers etc. to encourage group/paired reading.</p>	<p>Reading is required to access knowledge. It is a fundamental element to become a successful learner and becomes increasingly important as students get older. Students who find reading difficult find it increasingly hard to keep up and are more likely to develop unhelpful behaviour patterns.</p> <p><i>Thinking Reading – James & Dianne Murphy</i></p>	<p>Letters home to parents inviting LPA students.</p> <p>Monitoring of attendance & of accelerated reader accounts to ensure that students are reading regularly and making appropriate book choices.</p> <p>Regular testing using STAR assessment to monitor progress.</p> <p>Helpers will be given literacy training to encourage comprehension dialogue.</p> <p>2021/22 Students in Year 7 identified as needing more support will be given the following interventions: Urgent Intervention – extra literacy as an alternative to MFL. Intervention – intervention session run once a week during registration using TA support. On watch – Book club once a week (various staff), reading a book as a group and discussion opportunities. The focus will be on fluency and speed. There will be one before and two after school reading clubs per week.</p> <p>Use 6th form electives, DofE helpers, staff volunteers as well as TA paid time.</p>	<p>PP Team & Learning support</p>	<p>£5,000 - for book and refreshment costs across the year, plus cost of TA's after school twice per week.</p>
---	--	---	--	---------------------------------------	--

<p>Improved literacy for LPA students.</p> <p>(D and E)</p>	<p>Employment of KS2 trained teacher to lead interventions for Extra Literacy and numeracy for year 7 and 8 as well as year 9 English.</p> <p>Students identified as being Urgent Intervention and Intervention in the Star Reading test will be removed from MFL and will attend extra literacy.</p>	<p>Star testing has identified those students that need targeted interventions.</p> <p>Although students have previously been removed from MFL, interventions have been led by TA's. Progress has been made but to try and close the gap between these students and their peers a more targeted and bespoke approach is needed.</p> <p>For the Year 9 English group, these students will still need to be entered into the GCSE but by putting them together as a group, appropriate literature and teaching material can be selected.</p>	<p>English intervention coordinator to be appointed.</p> <p>KS2 trained teacher to be appointed.</p> <p>Fortnightly meetings to plan and structure intervention work.</p> <p>Monitoring of data track progress. Extra Star assessments where appropriate.</p> <p>Meetings with PP team every half term to monitor progress.</p> <p>2021/22 We want to ensure that PP pupils have books bought for them, personalised to their interests to boost engagement with reading. Library lessons will be introduced for all KS3 students, so they are shown how to use the library and find suitable AR books. Every student will have a library system account for checking out & reserving books. Aspirational trips, taking PP pupils to book shops etc. Greater understanding & tracking of cultural capital opportunities across the school and the impact/inclusion of disadvantaged students.</p>	<p>Intervention team.</p> <p>PP team</p> <p>Learning support</p>	<p>Key stage 2 English specialist employed at 0.6 of MPS 6 - £21,000</p> <p>Books for FSM students (2 per student in Year 7 & 8) £500</p>
--	---	--	---	--	---

			Interventions will be run for Year 7 & 8 during registration time and will utilise TA's for support and literacy specialist within the English department. Interventions will be for reading as well as SPAG.			
Improved attendance across disadvantaged students. (J)	Employment of full time attendance officer.	A student that achieves 80% attendance over the 5 years would miss an entire school year. Good attendance leads to; <ul style="list-style-type: none"> Better grades = More confidence in interviews/ advantages over other candidates/ shows good work ethic etc. Stronger relationships with peers and adults More confidence socially, emotionally = better overall wellbeing Greater potential wage in the workplace More choices available to them regards their future endeavours 	Attendance officer will monitor and celebrate attendance. Implement new protocol for lateness (in line with behaviour policy) New protocol for reporting illness. Parental guidance issued for reporting absences and for booking medical appointments. PP team to access data and monitor. 2021-2022 Half termly meetings with attendance officer to discuss individual PP students. Information tracked and EWO consultation notes shared.	H Owen Pastoral leaders & PP team		£4,788 (0.2 HO time)
Improved parental attendance at parents evening and other key events in school. (G)	Monitoring attendance at events such as parents evening, using sign in sheets. Parents evening follow up – discussion with PP parents to find out reasons for any non-attendance.	Parental engagement can improve the home learning environment, leading to increased parental confidence in supporting children's literacy at home and a major impact on achievement. <i>(NFER)</i>	Regular meetings to monitor attendance. Sending of letters/contacting parent by phone prior to event to ensure awareness.	PP team Pastoral Team		£400 Facilities and face to face events

	<p>Check Parentmail before events for sign up, contact parents to see if they need support getting there.</p>	<p>Support parents to create a regular routine and encourage good homework habits, but be cautious about promoting direct parental assistance with homework (particularly for older children). Parents can support their children by encouraging them to set goals, plan, and manage their time, effort, and emotions. This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks. (EEF)</p>	<p>2021-2022 Parents evening will be virtual going forward. Look into supporting disadvantaged families:</p> <ul style="list-style-type: none"> • Letter of support • Technology borrowing scheme • Room in school to support parents accessing meetings <p>Monitoring parental engagement for disadvantaged, personalised support for those not engaging. Correlate with attainment & reward levels of the students. Literacy and numeracy evening to be held Sept/Oct. Send update letters for reading with AR ZPD ranges. Reward and intervention information letters to be sent. Face to face contact events (how to be successful in Year 10, Year 11 countdown to success etc. Tutor contact for every year group in the Autumn term.</p>			
<p>COVID catch-up English & Maths 2021-2022 (A, C, D, E & G)</p>	<p>Focus on improving English & Maths levels for all students that may have been affected due to the pandemic.</p>	<p>Government catch-up funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected</p>	<p><u>KS3 During lessons:</u></p> <ul style="list-style-type: none"> • Library lessons for reading • SPAG & writing focus starters (targets for writing etc. identify students for Lyn's SPAG intervention) • Reading homework per week – reading to parent (going to club will count for this) 	<p>English & Maths Departments. TA's PP Team</p>		<p>Maths – TA time per fortnight to have maths sessions with P.S. £4000</p> <p>English – LA time on timetable for Oracy intervention</p>

			<ul style="list-style-type: none"> • Reading challenges, rewards etc. • Maths interventions during registration time – run by TA's but organised by PS. • Stretch & challenge activities for the classroom - further reading/writing for topics <p><u>KS3 Outside of lesson /lunch:</u></p> <ul style="list-style-type: none"> • Focus on stretch & challenge: <ul style="list-style-type: none"> o Competitions o Debate o Book club <p><u>KS4 focus:</u></p> <ul style="list-style-type: none"> • Support for extra literacy students that aren't in the nurture group – through Oracy (intervention during English lesson time) • Oracy interventions – half termly focus, change groups of students (use of mock data etc.) • English Strive for 5 – revision sessions (rota UPS teachers) • English 7+ High Flyers – revision sessions (rota UPS teachers) • Maths – focused revision sessions (by class and predicted level) • Revision sessions with parents (like Maths & 			£2000
--	--	--	---	--	--	-------

			<p>English high flyers but for all students – maybe focussed groups using targets?)</p> <ul style="list-style-type: none"> Insight lectures – see disadvantaged strategy (high flyers) 			
<p>EAL - support for students that have English as an additional language.</p> <p>(A)</p>	<p>Providing support for the 3 students we currently have in school that have very high EAL needs.</p> <p>Monitoring and assessing the language needs of al EAL students on roll.</p>	<p>EAL learners must learn a new language while learning through the medium of that new language. This presents two main tasks in the school or setting: they need to learn English and they need to learn the content of the curriculum. To ensure that they reach their potential, learning and teaching approaches must be deployed that ensure both access to the curriculum at a cognitively appropriate level and the best opportunities for maximum language development. Planning for EAL learners requires careful consideration of the curriculum context and provision of appropriate scaffolding to enable access to the curriculum. It is also important to identify the academic and cognitive language demanded by the curriculum and to plan for how this will be modelled by adults and peers and the opportunities that will be provided to rehearse and use the language in meaningful contexts. (NALDIC)</p>	<p>Compiling a list of all EAL students on roll.</p> <p>Assessing language needs of each student (Bell foundation online assessment tracker).</p> <p>Monitoring progress of any student that needs language intervention.</p> <p>Planning of language interventions. L.A.</p> <p>Supporting EAL students in learning support during timetabled sessions. TA's</p> <p>Introduction of Flash academy software to support the EAL students across the curriculum. Access to Chromebooks for the 3 EAL students currently using Flash Academy.</p> <p>Training of staff who teach the EAL students using Flash Academy so they know how it can be used to support in their lessons.</p>	KA, LA & TA's		<p>1 period per week of LA timetable for planning. £4000</p> <p>TA support for 3 EAL students in Learning Support (inc.</p> <p>Flash academy software purchase. £1500</p>

			EAL training for L.A. & TA's.			
Total budgeted cost						£45,288
iii. 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?	
<p>Improve team building, resilience and communication skills for new Year 7 forms.</p> <p>(A)</p>	<p>Rock Climbing form bonding trip for whole of year 7</p>	<p>Social integration of all students.</p> <p>Improved team working across the form groups.</p> <p>Celebration and motivation opportunities.</p>	<p>Trips and activities planned in with Clip and climb.</p> <p>Each form will be given a morning of activities. Forms will compete against each other.</p> <p>Everyone encouraged to take part. Combination of physical and non-physical activities.</p> <p>2021/22 Look into the possibilities of having something for new Year 7 forms.</p>	<p>B Wheatley & T Rush</p>		<p>Approx. £400</p>
<p>Modify homework practices in Year 7 to encourage literacy and numeracy.</p> <p>(A and F)</p>	<p>Centralised homework for year 7:</p> <ul style="list-style-type: none"> • Reading • Literacy • Maths 	<p>In the past there has been discrepancies in the amount of homework set for students depending on their teachers/groups. This will help to ensure consistency as well as allow for a smoother transition from KS2 to KS3.</p>	<p>Reading monitored by Form tutors as part of accelerated reader scheme.</p> <p>Literacy monitored by English teachers.</p> <p>Numeracy monitored by Maths teachers.</p> <p>2021/22 changes to homework guidance including:</p>	<p>T Legg HOD's Pastoral team</p>		<p>Resources and time. £2000</p>

			<p>KS3 students should be expected to spend up to 7 hours per week working beyond the classroom: this equates to roughly 30 minutes per subject each week. Homework should be set when meaningful and relevant and can take a variety of forms including answering questions, reading, extended writing, thinking, planning and researching.</p> <p>Homework club offered to students by year group Mon-Thurs and will be staffed by TA's to support students. PP ATH will be monitored and students will be supported via homework club if they are struggling.</p>			
<p>Improve reading in Year 7 and give more opportunity for fluency.</p> <p>(D and F)</p>	<p>More emphasis on reading through the use of accelerated reader and reading in form time. Help provided from:</p> <ul style="list-style-type: none"> • Peer mentors • D of E • Sixth Form • Parents <p>Reading twice a week in form time. Reading every English lesson. Reading homework.</p>	<p>Reading is required to access knowledge. It is a fundamental element to become a successful learner and becomes increasingly important as students get older. <i>Thinking Reading – James & Dianne Murphy</i></p>	<p>Reading monitored by Form tutors and English teachers as part of accelerated reader scheme.</p> <p>Training for form tutors. Training for students. Student data transferred from primaries where AR is used.</p> <p>Reading challenge scheme and reading points added to new behaviour framework.</p> <p>Library lessons to be given to all forms.</p> <p>2021/22 Continue with AR, more emphasis on rewards,</p>	<p>E Lucas-Harness K Abbott C Scott B Wheatley Form tutors</p>		<p>£6,000 implementation costs for accelerate reader programme</p>

			follow up those not engaging with AR more quickly. Attendance at book club for those that are not participating, targets set for students and suitable reading material provided. Register and Read for Year 7 to 10 from September.			
<p>Increase the amount of non-fiction reading across the school.</p> <p>(D, F & I)</p>	<p>Whole school wider reading homework – non-fiction.</p> <p>Recapping of reading using 3 main techniques:</p> <ul style="list-style-type: none"> • Summarise • Make comparisons • Discussions 	<p>In the GCSE English curriculum students need to read and understand non-fiction. This is the case for a number of other courses too. Therefore, we need to increase the opportunities for students to have access to non-fiction literature. This is also an ideal opportunity to make links to the real world and current affairs.</p> <p>From KS2 SAT's question level analysis, 3 skills were identified as areas that our students need to improve upon:</p> <ul style="list-style-type: none"> • Summarise • Make comparisons • Discussions <p>These are also important skills that will be needed across multiple subjects.</p>	<p>Departments to provide reading on a rota.</p> <p>Reading homework set on a fortnightly rota.</p> <p>2021/2022 Continue to deliver Register & Read with non-fiction content. Specific AR challenges will be set for Year 7 & 8. Work with departments across the curriculum to look at how non-fiction reading can be incorporated in SOW & students encouraged to read outside of the lesson.</p>	E Lucas-Harness PP team HOD's		£500
<p>Improved understanding and increased parental engagement in literacy.</p> <p>(G)</p>	<p>Year 7 parents evening for literacy.</p> <p>Parents information evening (mid-September) –</p>	<p>Support parents to create a regular routine and encourage good homework habits, but be cautious about promoting direct parental assistance with homework (particularly for older children).</p>	<p>Planned session – ask parents to book tickets via parentmail.</p> <p>Contact parents of disadvantaged students that have not booked to</p>	K Abbott M Wheatley E Lucas-Harness C Scott P Stewart		Resources £200

	<p>parentmail request place & register:</p> <ul style="list-style-type: none"> Accelerated reader Homework Knowledge organisers Literacy skills 	<p>Parents can support their children by encouraging them to set goals, plan, and manage their time, effort, and emotions. This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks. (EEF)</p>	<p>offer support with travel arrangements. Take register to monitor attendance. Send resources to parents that did not attend.</p> <p>2021-2022 Literacy & numeracy support evening in Autumn term.</p>			
<p>Improved understanding of jobs/careers, pathways and opportunities for students.</p> <p>(I)</p>	<p>Insight lectures Work Experience Day in the world of work Careers assemblies Uni Trip for year 9s Wider trips</p>	<p>Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. (OFSTED)</p>	<p>Plan a variety of opportunities across the key stages to promote cultural capital. Keep a record of attendance. Encourage students that are not attending to go. Use mentors to identify sessions/activities that would be beneficial.</p> <p>2021-2022 Look into how we can support the reintroduction of these events/activities.</p>	<p>C Scott K Abbott PP Team HOD's Pastoral team J Williamson</p>		£1000
<p>Improved access to resources and opportunities for expand cultural capital.</p> <p>(A, C, E, F, G & I)</p>	<p>Funding for:</p> <ul style="list-style-type: none"> Educational trips, Resources such as books, revision guides Laptops & chrome books School uniform (nearly new shop) Music lessons 	<p>Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. (OFSTED)</p>	<p>Recording of provisions in provision mapper.</p>	<p>PP Team</p>		£20000
Total budgeted cost						£30,100
TOTAL						£764,426

