

Analysis of Pupils Action Plan 2019/2020

Disadvantaged Strategy Review – September 2020

Focus

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 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 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, less 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.

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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.

2. Approach

• **Quality of teaching for all**

Action	Chosen Approach	Quality Assurance	Staff Lead	Progress/Milestones
Quality first teaching – improvement of uptake of CPD in staff body.	<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>Clear expectations will be provided.</p> <p>Each team to have template structure of what to include in their session. This includes:</p> <ul style="list-style-type: none"> • Current Research • Core Principles • The why? • Worked Examples • The bigger picture 	<p>Each area led by 2 members of staff as research leads.</p> <p>Overseen by SLT (F Hubbard, K Abbott and T Legg)</p>	<p>Expectations for research leads were shared:</p> <ol style="list-style-type: none"> 1. Research & modify PPT for CPD session on Tuesday 3rd September –this should be approximately 30 minutes long 2. Meet with FH, TL & KA on Monday 2nd September 8.30am/3.30pm? 3. Deliver a repeat session further 5 times throughout the year (1 x PD day, 3 x after school CPD session & new staff conference) 4. Oversee Research group – run in Full Staff Meeting time (5 sessions across the year) 5. Shaping performance management questions by end of 1st half term (18th October) <p>All groups created presentation that was shared and checked by TL/FH/KA</p> <p>Sessions were run over 2 PD days and also during the term in after school CPD sessions.</p> <p>Staff were asked to go to all sessions over the course of the year. However due to the COVID restrictions this was not</p>

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				<p>possible so leads were asked to record their sessions and these were added to Firefly so that staff can access virtually. This also means new staff can watch and make themselves familiar.</p> <p>All lessons observations used these 6 principles so that feedback could be targeted. Blue Sky was updated so that the lesson observation proforma included the 6 principles to ensure this was adhered to. The department review feedback documents were also modified to include this feedback in the strengths and areas for improvements section.</p> <p>2020/21 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>
PP team to have a clear understanding of the provision for disadvantaged students at a classroom level.	Lesson observations and learning walks carried out by the team responsible for Pupil Premium provision.	<p>Staff (all) training centred around the disadvantaged will take place:</p> <ul style="list-style-type: none"> • PD days • After school CPD • ITT • New staff conference <p>Planned learning walks. PP review to be scheduled.</p>	K Abbott & PP team	Information was disseminated via PD day sessions and ITT. However, this is an area of further work for 2020/21.
A more consistent approach to behaviour issues that impact learning outcomes across the whole school.	<p>A new behaviour policy will be introduced in September 2019 across all year groups.</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>Staff (all) training centred on the new behaviour policy.</p> <p>Student assemblies so that all students understand the expectations.</p> <p>Half-termly monitoring of behaviour and achievement points as well as attendance for Disadvantaged students.</p> <p>Identification of students that need mentoring and appropriate targets put into place.</p>	<p>L Warfield C Finch (behaviour)</p> <p>PP Team (monitoring & mentoring)</p>	<p>All staff had the new behaviour approach launched during whole staff meeting – 2-week soft launch to allow pupils to “fit in” and then harder launch following.</p> <ul style="list-style-type: none"> • Detentions are now logged and tracked on SIMS – repeat offenders can be picked up by pastoral and leadership • Whole school mantra of positive and pupils' behaviour being in the green rather than red section. • Termly achievement assemblies planned (1 at Christmas completed). • On day detentions, truancy call and attendance offer vastly reduced lateness <p>Generally, LLD did decrease through the successful “3 strike” approach. Final stats for Bs weren't collected due to lockdown. However, for the Christmas achievement assemblies' stats were gathered via the house system until</p>

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				<p>the 16th March where collected and aggregated points for the whole school totalled +484,117 – showing the large drive in positivity.</p> <p>2020/21 ensure consistent approach to higher level sanctions – review of Behaviour Policy</p> <p>2020/21 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</p> <p>Three Bs collation and phone calls home?? Success of these???</p>
Better understanding among the staff of the Pupil Premium/ Disadvantaged group)	<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-life, behaviour etc as well as attitude to learning • Suggested strategies for working with more challenging students <p><u>PP team to provide training to all staff.</u></p>	<p>Creation of system for monitoring & tracking.</p> <p>Appropriate guidance for staff to ensure completion is effective & timely.</p> <p>Transfer of funds to departments only after information has been recorded.</p>	PP Team – K Abbott, J Coles and C Leak	<p>Through discussion with Learning Support and the need for a centralised approach to recording/displaying SEND, PP & Safeguarding information, we decided to purchase the Provision Map software.</p> <p>This gives everyone in the school an account so that they can (depending on their access right):</p> <ul style="list-style-type: none"> • display SEND & PP information for their students • log/display interventions • create/view pupil passports • create/view meeting logs – mentoring etc. • log any Safeguarding information <p>The software was set up with the student information and was being used by the learning support & PP teams. This was due to be rolled out to staff on Monday 23rd March in the full staff meeting but this could not happen. This was postponed until the start of the new school year.</p> <p>2020/21 Training of all teaching staff, HOY teams & admin support teams. 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>

• Targeted support

Action	Chosen Approach	Quality Assurance	Staff Lead	Progress/Milestones
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<p>Better provision for the management of mental health issues within school.</p>	<p>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.</p>	<p>Meeting with SSO's to identify Disadvantaged students from each year group that will need ELSA support.</p> <p>Tracking of this support via the PP database. Identification of the amount and type of support given as well as any subsequent referral.</p>	<p>R Coe/T Rush S. Peckham</p>	<p>3 members of staff completed the ELSA training. 2 trained ELSA's operational in school for last year. List of students drawn up. Prioritised children in care to begin with. 9 Students met with and had weekly sessions. Model is to have 6 sessions but for these students they were continued as their needs were more complex. Another 8 were identified as a priority by SSO's and these students started to have sessions pre-lockdown. Raised awareness with teachers and referral system set up via student support. Need to look further into mental health first aid training as this was not part of the ELSA training – this will be a future focus. 2020/21 whole school approach to positive mental health to be developed. Use of Dr Hazel Harrison to support appropriate model. Approach woven into pastoral, PSHE and whole school culture.</p>
<p>Improved reading levels for LPA (Low Prior Attainment) students.</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>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>PP Team & Learning support</p>	<p>All Year 7 & 8 students Star tested. The plan was to do this 3 times a year. Year 7 were just completing their 2nd test, but this was not fully completed/followed up.</p> <p>Students that fell into urgent intervention category were placed in extra literacy, so came out of MFL lessons. Students in intervention & on watch (where appropriate) were paired up with 6th form elective students for group reading. This took place once a week. This is the second year that we have tried this, and it seems to work particularly well with the boys. Unfortunately, we do not have any data at this time to analyse the benefits.</p> <p>We were not able to implement the breakfast/afternoon tea clubs, so this is an area to look at in the future once Covid restrictions are loosened.</p> <p>2020/21 Students in Year 7 identified as needing more support will be given the following interventions: Urgent Intervention – extra literacy, removed from MFL Intervention – intervention session run by LH & LA once a week during registration On watch – Book club once a week (various staff), reading a book as a group and discussion opportunities</p>

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				<p>Once Covid restriction are lifted we can look at 6th form electives, DofE helpers etc.</p>
<p>Improved literacy for LPA students.</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>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>Intervention team.</p> <p>PP team</p> <p>Learning support</p>	<p>KS2 trained teacher was employed, initially on a 1 year contract but that has now been made permanent. She has worked in very close liaison with the newly appointed English intervention coordinator in order to improve the provision for LPA students.</p> <p><u>Progress for pupils:</u></p> <p>Unfortunately hit by covid, however there were instances of high engagement from some PP pupils during lockdown and made progress especially in reading comprehension. Literacy reading competition set up with audio recordings of books, two literacy winners who got a book bundle. Both PP. Both CIC. Both read everything they were given over summer and wanted to go back to listen to the other audio recordings that they found on firefly. Progress for these pupils in particular has been consistent. BF has made 8 months reading progress on his reading age despite lockdown.</p> <p>BF, came to us on 8 years 1 months in year 7. Was in literacy groups run by TA support (no LA employed at this time) didn't make progress. Now being in literacy group last year with LA teaching once a fortnight Sept 2019 - March lockdown, made 8 months progress.</p> <p>KD- Sept 2019 was 6 years 8 months in reading age (RA), Sept 2020 now 9 years 9 months. An amazing success.</p> <p>ES - very particular learning needs. Was 6 years 3 months RA in Sept 2019 now 7 years 1 month in Sept 2020. Very engaged parents who were thankful for the focused literacy tasks and audio recording of books during lockdown - really calming for Ellie to hear her teacher (LA) reading to her when she was stuck at home.</p> <p>In terms of success, PP pupils are getting more access to 1:1 support from experienced teaching staff and TA support which is fully differentiated and tailored to their needs. They would not be able to access this without the literacy programme.</p> <p>For students not engaging in work HOY's and SSO's made calls home. Learning support also kept in touch with some students to offer help and support. Where necessary, students were offered the opportunity to attend school if they were identified as vulnerable. Whilst the main focus for</p>

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				<p>this was SEND and CiC students, this did cover a proportion of PP students.</p> <p>Parental engagement: Varies by child and situation. E.g. supportive foster parents for two current students has been phenomenal during lockdown. Something to investigate further, looking at how we can engage parents at home in their own literacy (if needed e.g EAL parent) in order to support their child at home.</p> <p>2020/21 Want to ensure that PP pupils have books bought for them, personalised to their interests to boost engagement with reading. We are currently experimenting with graphic novels a lot as a new and exciting avenue for this. Purchase eBooks for all students so that they have access to reading material at home. When libraries are open, to run trips to ensure PP pupils have registered and now how to access library services for them, with the help of a staff member showing them how to do this (when covid allows). Aspirational trips, taking PP pupils to book shops etc (this was started last year when LH took FSM children in year 7 to the theatre to see Macbeth and A Midsummer Night's Dream which some of them still talk about!). Literacy homework groups open for PP pupils who are not in literacy normally but can be referred there by their English teacher for additional support. When covid arrangement allow. 2020/21 Should the need arise, TA's could be assigned to students for a daily/weekly check in for support. Teams use by TA to chat/phone call to support any issues – this will require Teams training for all TA's & potential support staff. 2020/21 Greater understanding & tracking of cultural capital opportunities across the school and the impact/inclusion of disadvantaged students.</p>
Improved attendance across disadvantaged students.	Employment of full time attendance officer.	<p>Attendance officer will monitor and celebrate attendance.</p> <p>Implement new protocol for lateness (in line with behaviour policy)</p>	H Owen Pastoral leaders & PP team	<p>Full time attendance officer – H Owen Hired with new attendance email set up to help with on day detentions. Despite the attendance officer and new behaviour policy when comparing Autumn terms, this year KHS's attendance was down 0.2% (95.3%) on the last two years. Both PP with attendance below 95% and below 90% (PA) has gradually</p>

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		<p>New protocol for reporting illness.</p> <p>Parental guidance issued for reporting absences and for booking medical appointments.</p> <p>PP team to access data and monitor.</p>		<p>declined over the years and the PP attendance % risen 3 years in a row.</p> <ul style="list-style-type: none"> •Below 95% = 2018-19 53.7% 2019-20 51.7% •Below 90% = 2018-19 26.4% 2019-20 23.7% <p>There is no gender divide over last 6 years, however pupil premium girls were 1% weaker than boys last year. CIC have strong attendance overall, (despite overall attendance for group 94.1%, 9 out of 12 CIC have attendance above 95%.) Covid related - Difficult to judge Y/I codes as many families reported they erred on the side of caution when their child was feeling ill. Comparing Jan - Mar last year (94.9%) with this year, KHS still managed to achieve 94.5%, as attendance was tracking higher than last year prior to COVID 19's influence, and self-isolating families are NOT included in the official figures.</p> <p>PP average attendance per year;</p> <p>2016 - 17 = 89.92 %</p> <p>2017 - 18 = 90.18% (Rise of 0.26%)</p> <p>2018 - 19 = 91.85% (Rise of 1.67%)</p> <p>2019 - 20 = 92.23% (Rise of 0.38%)</p>
Improved parental attendance at parents evening and other key events in school.	<p>Monitoring attendance at events such as parents evening, using sign in sheets.</p> <p>Parents evening follow up – discussion with PP parents to find out reasons for any non-attendance.</p> <p>Check Parentmail before events for sign up, contact parents to see if they need support getting there.</p>	<p>Regular meetings to monitor attendance.</p> <p>Sending of letters/contacting parent by phone prior to event to ensure awareness.</p> <p>Taxi's for parents that do not have transportation methods available.</p>	PP team Pastoral Team	<p>Pupil premium families were offered either chaperones for open evening or taxi's if younger siblings were an issue. In addition, phone calls could be made for the pupils who cannot attend.</p> <p>Difficult to monitor as only 1 happened before lockdown – exploring alternative arrangements and will monitor. COVID arrangements will mean more virtual engagement. Mechanisms for checking this with harder to reach parents.</p>

<ul style="list-style-type: none"> • Other approaches

Action	Chosen Approach	Quality Assurance	Staff Lead	Progress/Milestones
Improve team building, resilience and communication	Rock Climbing form bonding trip for whole of year 7	Social integration of all students.	S Suett & E Newman	Every child in the year group attended clip and climb – including all PP and SEN children. After speaking to the staff leads, they said it had been brilliant and when their teams

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<p>skills for new Year 7 forms.</p>		<p>Improved team working across the form groups.</p> <p>Celebration and motivation opportunities.</p>		<p>were randomly selected in the form/ year group and team activities happened. This brought both the cohort and the tutors together.</p> <p>Intended to have celebration events once a term with subject nomination, tutor nominations and achievement points awards. Unfortunately, due to COvid – only 1 Christmas themed one was completed and well received.</p> <p>2020/21 Look into the possibilities of having team building sessions on site for new Year 7 forms.</p>
<p>Modify homework practices in Year 7 to encourage literacy and numeracy.</p>	<p>Centralised homework for year 7:</p> <ul style="list-style-type: none"> • Reading • Literacy <p>Maths</p>	<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>T Legg HOD's Pastoral team</p>	<p>Speaking with the HOY they didn't seem much impact on not having Homework set as pupils became used to this and when it did come after Christmas it was still a shock. They also feel it is another way to show Highschool is a step up from primary - setting an expectation.</p> <p>Need to think about the number of pieces set and perhaps a "breaking in" period as homework is being set from the beginning of year.</p> <p>Sept 2020 change to all homework in all subjects from start – important to establish all subject habits and high expectations and to establish use of online learning tools in case of remote learning</p>
<p>Improve reading in Year 7 and give more opportunity for fluency.</p>	<p>More emphasis on reading through the use of accelerated reader and reading in form time.</p> <p>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.</p> <p>Reading every English lesson.</p> <p>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.</p> <p><i>Thinking Reading – James & Dianne Murphy</i></p>	<p>E Lucas-Harness K Abbott C Scott S Suett Form tutors</p>	<p>Accelerated reader has been well received by students and parents but, unfortunately, we were not able to fully test its impact last school year due to the pandemic.</p> <p>Lockdown and Covid-19 restrictions have also made it impossible to implement any inter year group projects for reading. As soon as we have a loosening of bubble arrangements we will be coming back to this strategy.</p> <p>Reading twice a week in form time has now been fully embedded into the timetable and reading books are now part of the equipment list with sanctions in place if a student is without one. Form tutors particularly found reading as a group (Coraline and the wild robot) particularly beneficial and enjoyable allowing others to access and engage in reading.</p> <p>Over the course of the school year, students in Year 7 read 2426 accelerated reader books, this was 90,706,689 words. Although it is impossible to compare with the previous Year 7 cohort, it is widely acknowledged among staff that there is more of a reading culture being encouraged at KHS. This is evident when discussing books with students and the use of</p>

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				<p>the library last year. There is still a lot more work to do with this especially with the library, rewards and following up students not engaging in AR.</p> <p>2020/21 Continue with AR, more emphasis on rewards, follow up those not engaging with AR more quickly.</p> <p>Attendance at book club for those that are not participating, targets set for students and suitable reading material provided. Book boxes to be provided to all forms to encourage reading within form time & push participation of AR. Register and Read for Year 7 & 10 from September – initial roll out of this has been very positive. Look to incorporating Year 8 & 9 later in the year.</p>
<p>Increase the amount of non-fiction reading across the school.</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 work 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>E Lucas-Harness PP team HOD's</p>	<p>Non-fiction reading has become part of the weekly form time rota. The English team have carefully planned a series of articles, speeches and other material to get the students thinking and forming opinions by extracting key information from the text.</p> <p>There is still more to be done in this area and we will be working closely with English to put together other projects in this area.</p> <p>2020/21 The introduction of Register and Read will cover some non-fiction content. English department have changed their SOW's to include more opportunities for non-fiction. Specific AR challenges will be set for Year 7 & 8.</p>
<p>Improved understanding and increased parental engagement in literacy.</p>	<p>Year 7 parents evening for literacy.</p> <p>Parents information evening (mid-September) – parentmail request place & register:</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>K Abbott M Wheatley E Lucas-Harness C Scott</p>	<p>We held a literacy information evening for the first time. This introduced parents/carers to accelerated reader and provided ideas for supporting reading at home. This was backed up by information on Firefly.</p> <p>There is still more work to do in this area.</p>

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	<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. <i>(EEF)</i></p>		<p>2020 literacy introduction delivered remotely with Year 7 Introduction evening talk.</p>
<p>Improved understanding of jobs/careers, pathways and opportunities for students.</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. <i>(OFSTED)</i></p>	<p>C Scott K Abbott PP Team HOD's Pastoral team</p>	<p>Members of the PP team met with each of the year 10 students on the disadvantaged list to discuss the application process for work experience. All PP students made suitable applications for relevant jobs but unfortunately the lockdown for Covid-19 stopped these placements going ahead.</p>