



# Hazel Wood Pupil Premium Plan

## 1. Summary Information

|                     |           |                                  |           |   |                |
|---------------------|-----------|----------------------------------|-----------|---|----------------|
| Academic year       | 2019-2020 | Total PP budget                  | £293,590  | Date of most recent review                    | September 2019 |
| Total number pupils | 619       | Number of pupils eligible for PP | 222 (36%) | Date of next internal review of this strategy | January 2020   |

## 2. Current attainment

| 2018-2019 Results 55/118= 47%                | Pupils eligible for PP at Broad Oak (B.O. final year 2018-19) | Pupils not eligible for PP nationally                       |
|--|---|---|
| % achieving grade 5+ English and Mathematics | 6.8%  | 46.4%   |
| % achieving grade 4+ English and Mathematics | 16%   | 67.7%   |
| Attainment 8 score (average of all pupils)   | 32.83   | 48.3  |
| Progress 8                                   | -0.872  | 0.05  |
| % achieving EBACC (5+ Eng/Ma and bucket 2)   | 2.54%   | 18.2%   |
| % achieving EBACC (4+ Eng/Ma and bucket 2)   | 5.08%   | 26.1%   |
| % P8 open bucket                             | -1.349  | Sisra collaboration data <b>all</b> pupils national<br>0.00 |

| 3. Absence information 2018-19                                   | Students eligible for PP Broad Oak | Non-pupil premium National     |
|--|------------------------------------|--------------------------------|
| % sessions missed due to absence                                 | 8.82%                              | Awaiting data released in June |
| Persistent absentees – absent for more than 10% or more sessions | 19.96%                             | Awaiting data released in June |

| 4. Exclusions information 2018-19             | Students eligible for PP Broad Oak | Non-pupil premium National     |
|---|------------------------------------|--------------------------------|
| Permanent exclusions                          | 0                                  | Awaiting data released in June |
| Fixed period exclusions                       | 76                                 | Awaiting data released in June |
| Pupils with 1 or more fixed period exclusions | 31                                 | Awaiting data released in June |
| Pupils with 2 or more fixed period exclusions | 16                                 | Awaiting data released in June |

| 5. Barriers to future attainment (for students eligible for PP) |  |  |
|---|--|--|
| In-school barriers and desired outcomes                         |  | Success criteria   |
| A   | Improving attainment across a wide range of subjects including Maths and English | Closing the gap between eligible and non-PP in English and Maths evidenced through data analysis windows Sep review, Christmas and June                                |
| B   | Prevention of the literacy and numeracy skills drop in year 7                    | Working towards 100% of PP in year 7 are on or above target as evidenced through reading ages review, reading project results, English and Maths data analysis windows |
| C   | Accelerate the progress of all students with focus on HAP                        | Monitored by Directors, T&L Assistant head and Outcomes Assistant head to ensure that PP HAP and HAP students are on or  |

|                          |  |   |
|--------------------------|--|---|
|                          |  | above target grades by end of KS4. High expectations for all through quality first teaching. Appropriate challenge provided for HAP learners.   |
| D                        | Improve the performance of WBRI PP boys                                    | Monitored by Directors, T&L Assistant head and Outcomes Assistant head to ensure that WBRI PP boys are on or above target grades by end of KS4. High expectations for all through quality first teaching. Appropriate behaviour management techniques, appropriate challenge and engaging planning provided. Decreased FT exclusion rate and improved attendance. Rise in aspiration evident in post 16 pathways. |
| E                        | Improve the performance of SEN pupils                                      | Monitored by Directors, Senco Assistant head, T&L Assistant head and Outcomes Assistant head to ensure that PP SEN and SEN students are on or above target grades by end of KS4. High expectations for all through quality first teaching. Appropriate scaffolding and accessible tasks, differentiation by approach with teaching to the top evident.  |
| <b>External barriers</b> |  |   |
| F                        | Improve attendance rates for PP students                                   | Pastoral Deputy head working alongside pastoral team to reduce amount of persistence absence among eligible PP students in each year group. Raised awareness of attendance in form, assembly. PP attendance in line with rest of school and working towards national.   |
| G                        | Lack of aspiration for PP students   | Improved post 16 destinations with courses applied for at college suitable to their ability groups and results. Higher aspirations for all.   |
| H                        | Lack of resilience   | Develop the resilience to cope with difficult situations including social media. To increase resilience to cope with the increased pressures within the transition to the next key stage  |
| I                        | Necessity to build relationships within the community and parental support | Engagement with community and PP parents through; <ul style="list-style-type: none"> <li>• Parents evenings: Non-attendance chased with additional meetings</li> <li>• Parent pay: Used to target parents if students unreliable</li> </ul>   |

|   |                                  |  |
|---|----------------------------------|--|
|   |                                  | <ul style="list-style-type: none"> <li>• Use of website for central information source</li> <li>• Progress reporting systems and form-time to improve parental buy in</li> <li>• Use of external community initiatives to build relationships</li> </ul> |
| J | Improve behaviour and exclusions | Decreased fixed term inclusions, improved progress and improved attitude to learning results.  |

| 6. Strategy and expenditure |  |   |  |  |               |
|-----------------------------|--|---|--|--|---------------|
| Teaching                    |  |   |  |  |               |
| Chosen approach             | Desired outcome specific alphabetical link | Approach includes;  | Rationale  | Monitoring and implementation  | Staff lead    |
| Collaborative learning      | A, B, C, D, E                              | <ul style="list-style-type: none"> <li>• Opportunities for students to work together</li> <li>• Carefully designed tasks for effective and efficient working together</li> <li>• Competition between groups (however without over emphasis. Focus should be on succeeding in their learning)</li> <li>• Encouragement of lower achieving pupils to talk and articulate their thinking in collaborative tasks</li> <li>• CPD for teachers and how best to implement collaborative learning</li> <li>• Use of Teaching assistants in the delivery of collaborative learning in the classroom</li> </ul> | <p>Moderate impact, low cost, extensive research</p> <p><i>The impact of collaborative approaches on learning is consistently positive. Effective collaborative learning requires structured approaches with well-designed tasks lead to the greatest learning gains. Approaches which promote talk and interaction between learners tend to result in the best gains.</i></p> | <ul style="list-style-type: none"> <li>• Learning walks and observations</li> <li>• Planning checks</li> <li>• Data reviews to check impact on progress</li> <li>• Student voice</li> <li>• Students making greater links between their curriculum knowledge</li> <li>• Raised engagement in lessons</li> <li>• Heads of year curriculum competition projects</li> </ul> | LNO Directors |

|          |               |  |   |   |               |
|----------|---------------|--|---|---|---------------|
|          |               | <ul style="list-style-type: none"> <li>Practical support, advice and guidance for parents – home learning pack, learning marketplace, parental classes</li> </ul>  |   | <ul style="list-style-type: none"> <li>Cross curricular projects</li> <li>Collaborative homework projects</li> </ul>  |               |
| Feedback | A, B, C, D, E | <ul style="list-style-type: none"> <li>Feedback is to be specific, accurate and clear.<br/>'It was good because you...'</li> <li>Compare what a learner is doing right now with what they have done before.<br/>'I can see you were focussed on improving... as it is much better than last time's...'</li> <li>Encourage and support further effort sparingly so that it is meaningful</li> <li>Specific guidance on how to improve</li> <li>Appropriate Feedback CPD</li> <li>Feedback to be about challenging and complex tasks or goals to emphasis the importance of effort</li> <li>Use of a combination of teacher verbal, written and peer feedback</li> </ul> | <p>High impact, low cost, moderate research</p> <p><i>Feedback studies tend to show very high effects on learning. However, some studies show that feedback can have negative effects and make things worse. It is important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. Research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups. One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable.</i></p> | <ul style="list-style-type: none"> <li>Progress tasks</li> <li>Book audits</li> <li>Lesson observations and learning walks</li> <li>Data analysis results and improvement in progress</li> <li>Pupil voice</li> <li>Raised engagement in lessons</li> </ul> | LNO Directors |

|                                   |                     |  |  |   |  |
|-----------------------------------|---------------------|--|--|---|--|
| Reading and comprehension project | A, B, C, D, E, G, H | <ul style="list-style-type: none"> <li>• KS3 reading in forms project</li> <li>• Staff CPD</li> <li>• Identify the difficulty of comprehension activities to extend reading capabilities</li> <li>• Selection of engaging text to read aloud in form time</li> <li>• Reading ages identified</li> <li>• Subject specific vocabulary mats</li> <li>• Key word homework tasks</li> <li>• Practical support, advice and guidance for parents including simple strategies to help reading at home and home reading pack</li> </ul> | <p>High impact, low cost, extensive research</p> <p><i>On average, reading comprehension approaches deliver an additional six months' progress. Many of the approaches can be usefully combined with Collaborative learning techniques. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts. Reading comprehension approaches appear to be more effective than Phonics or Oral language approaches for upper primary and secondary pupils, for both short-term and long-term impact.</i></p> | <ul style="list-style-type: none"> <li>• Quantitative measures TBC once project plan has been finalised</li> <li>• Improved reading ages over time</li> <li>• Pupil voice improved engagement</li> <li>• Improved access to curriculum</li> </ul> | RDA<br>CRE<br>Year 7 transition team<br>Heads of year<br>JHO<br>Form tutors<br>LNO |
| Metacognition and self-regulation | A, B, C, D, E, H    | <p>Self-regulated learning can be broken into three essential components:</p> <ul style="list-style-type: none"> <li>• cognition - the mental process involved in knowing, understanding, and learning;</li> <li>• metacognition- often defined as 'learning to learn';</li> </ul>   | <p>High impact, low cost, extensive research</p> <p><i>Metacognition and self-regulation approaches have consistently high levels of impact, with</i></p>  | <ul style="list-style-type: none"> <li>• Learning walks and observations</li> <li>• Planning checks</li> <li>• Data reviews to check impact on progress</li> <li>• Student voice</li> </ul>   | RSP<br>LNO<br>Directors<br>Heads of year   |

|                           |                           |  |   |  |            |
|---------------------------|---------------------------|--|---|--|------------|
|                           |                           | <ul style="list-style-type: none"> <li>• motivation- willingness to engage our metacognitive and cognitive skills</li> <li>• Encouragement for learners to take responsibility for their learning with an understanding of what is required to succeed</li> <li>• Specific strategies to teach pupils to plan, monitor, and evaluate specific aspects of learning</li> <li>• CPD and professional development interventions</li> <li>• Progress week in forms</li> <li>• Planned opportunities to use strategies with support and then independently</li> <li>• Appropriate levels of challenge</li> <li>• Combined with collaborative learning- promote metacognitive talk related to the lesson objective and tasks</li> </ul> | <p><i>pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</i></p> | <ul style="list-style-type: none"> <li>• Students making greater links between their curriculum knowledge</li> <li>• Raised engagement in lessons</li> <li>• Progress week booklets audit</li> </ul>   |            |
| Year 7 transition project | A, B, C, D, E, F, H, I, J | <ul style="list-style-type: none"> <li>• Primary practitioners teacher same year 7 class or English, Maths and Science</li> <li>• Mixed ability groups</li> <li>• Supportive and secure environment</li> </ul>   |   | <ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Decreased behaviour logs for year 7</li> <li>• Increased links with parents and guardians</li> <li>• Attendance for year 7 settling in evening and year 7 parents evening</li> <li>• Raised attainment in year 7 with majority of students on or above target for</li> </ul> | CRE<br>RDA |

|  |  |   |   | English, Maths and Science  |               |
|--|--|---|---|---|---------------|
| PP funding allocation for targeted support: £158'669 |  |   |   |   |               |
| Academic support intervention                        |  |   |   |   |               |
| Chosen approach                                      | Desired outcome specific alphabetical link | Approach includes;  | Rationale   | Monitoring and implementation   | Staff lead    |
| Digital technology                                   | A, B, C, D, E                              | <ul style="list-style-type: none"> <li>• Buying sets of laptops and ipads</li> <li>• Allocation of ipads to Create vocational staff</li> <li>• Faculty sets of laptops accountable to the faculty</li> <li>• Use of laptops for updating work, research, recording of work and watching back (practical subjects)</li> <li>• Effective use of digital technology is driven by learning goals</li> <li>• An understanding that the technology will not automatically raise attainment but can be used in conjunction with a focussed plan to improve attainment</li> <li>• Time given to staff to implement technology effectively</li> <li>• Appropriate training on the use of technology including use of hardware and software, and how it can be used for learning</li> <li>• KS3 IT scheme of work to include student use of email and OneDrive</li> </ul> | <p>Moderate impact, moderate cost, extensive research</p> <p><i>There are some indications that computer-based tutoring approaches can be successful in improving reading comprehension. Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. They can support teachers to provide more effective feedback</i></p> | <ul style="list-style-type: none"> <li>• Improved progress over time</li> <li>• Improved assessment for learning with use of technology</li> <li>• Improved grades for open bucket vocational courses</li> <li>• Application of City and Guilds exam board</li> </ul> | PGH Directors |

|                            |                     |   |  |   |           |
|----------------------------|---------------------|---|--|---|-----------|
|                            |                     |   | <p><i>(and be used in conjunction with the feedback part of this report) or can motivate students to practise more. Studies suggest that approaches which individualise learning with technology (such as one to one laptop provision where pupils work through learning activities at their own pace) may not be as helpful as small group learning with technology or the collaborative use of technology. This can be used in conjunction with the collaborative learning section of this report.</i></p> |   |           |
| Outdoor adventure learning | D, E, F, G, H, I, J | <ul style="list-style-type: none"> <li>• Duke of Edinburgh initiation</li> <li>• Involvement with Shakespeare for Schools</li> <li>• National Theatre connections</li> <li>• Arts Award</li> <li>• Local Cultural Education Partnership</li> <li>• Challenge for Change</li> <li>• Outdoor learning</li> <li>• A wide range of adventure activities are linked with increased academic achievement</li> <li>• Experiences that last over a week have a greater impact and tend to produce effects of a longer duration</li> </ul> | <p>Moderate impact, moderate cost, moderate research (not including forest school research)</p> <p><i>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure</i></p>   | <ul style="list-style-type: none"> <li>• Monitor through trip evaluations</li> <li>• Data report improvement</li> <li>• Higher engagement</li> <li>• Pupil voice</li> </ul> | All staff |

|                            |                        |   |   |  |                         |
|----------------------------|------------------------|---|---|--|-------------------------|
|                            |                        | <ul style="list-style-type: none"> <li>Planned with well training and well qualified staff</li> <li>A plan must be created to ensure skills learnt during these experiences can be transferred to the classroom</li> </ul>  | <p><i>learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. The evidence suggests that the impact is greater for more vulnerable students and older learners (teenagers), longer courses (more than a week), and those in a 'wilderness' setting, though other types of intervention still show some positive impacts. Skills such as perseverance and resilience are developed through adventure learning.</i></p> |  |                         |
| Abolishment of setting KS3 | A, B, C, D, E, G, H, J | <ul style="list-style-type: none"> <li>Setting at KS3 to be mixed for all subjects (apart from Maths)</li> <li>CPD on appropriate differentiation</li> <li>Support for staff in behaviour management in mixed ability groups</li> <li>To be developed in conjunction with collaborative learning section</li> </ul> | <p>Setting has negative impact at very low cost</p> <p><i>On average pupils experiencing setting make slightly less progress than pupils taught in mixed</i></p>  | <ul style="list-style-type: none"> <li>Data analysis</li> <li>Pupil voice</li> <li>Higher engagement</li> <li>Fewer behaviour logs</li> <li>Decreased exclusions</li> <li>Raised data for lower attainers</li> </ul> | RSP<br>PGH<br>Directors |

|  |         |  |  |  |                  |
|--|---------|--|--|--|------------------|
|  |         | <ul style="list-style-type: none"> <li>Alternative approaches to tailoring teaching and learning- one to one and small group tuition are targeted interventions which have positive impacts on attainment</li> <li>Mixed groupings ensure teaching to the top</li> <li>All pupils have access to a challenging curriculum including low attaining pupils</li> <li>Minimised risk of allocating pupils to the wrong attainment group</li> </ul> | <p><i>attainment classes. Evidence suggests setting has a small negative impact for low and mid-range attaining learners. Some studies from the broader evidence base conclude that grouping pupils on the basis of attainment may have longer term negative effects on the attitudes and engagement of low attaining pupils, for example, by discouraging the belief that their attainment can be improved through effort. Misallocation is a particular problem for pupils from disadvantaged backgrounds, who are at greater risk of misallocation to lower attaining groups, and the negative impact which can accompany this.</i></p> |  |                  |
| Reading ages for all year groups established | A, B, J | <ul style="list-style-type: none"> <li>All pupils reading ages monitored using consistent and effective reading programme</li> <li>Pupils access the appropriate resources suitable to their reading age</li> <li>Reading ages are used within planning to ensure pupils are given appropriate vocabulary</li> </ul>   | Pupils with limited access to vocabulary and reading resources have a limited engagement and therefore a higher chance of  | <ul style="list-style-type: none"> <li>Decreased behaviour logs</li> <li>Decreased exclusions</li> <li>Raised engagement</li> <li>Learning walks</li> <li>Book audits</li> </ul> | LMU<br>All staff |

|  |            |  |  |  |                    |
|--|------------|--|--|--|--------------------|
|  |            |  | behaviour incidences   |  |                    |
| Additional intervention and revision funding for application | A, C, D, E | <ul style="list-style-type: none"> <li>Giving all pupils access to revision materials</li> <li>Supporting pupils in their revision techniques</li> <li>Supplying pupils with appropriate equipment to remove barriers to learning</li> </ul> | Pupils who do not have appropriate support or resources outside of school are less likely to achieve | <ul style="list-style-type: none"> <li>Improved attainment</li> <li>Improved FE applications</li> </ul>  | All staff          |
| Development of practical and engaging curriculum             | A, C, D, E | <ul style="list-style-type: none"> <li>Raising aspirations by offering a wider and engaging curriculum</li> <li>Raising engagement of low attaining groups</li> <li>Development of vocational offer</li> </ul>                               | PP, SEN and WBR students are more likely to succeed with an engaging and varied curriculum           | <ul style="list-style-type: none"> <li>Decreased behaviour within these subjects</li> <li>Higher attainment</li> <li>Improved bucket 3 progress</li> </ul> | Create/ Arts staff |

**PP funding allocation for targeted support: £95'258**

Wider strategies – attendance, behaviour and social and emotional support

| Chosen approach         | Desired outcome specific alphabetical link | Approach includes;  | Rationale  | Monitoring and implementation   | Staff lead |
|-------------------------|--|---|--|---|------------|
| Behaviour interventions | J  | <ol style="list-style-type: none"> <li>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</li> <li>Universal programmes which seek to improve behaviour and generally take place in the classroom; and</li> </ol> | <p>Moderate impact, moderate cost, extensive evidence</p> <p><i>Evidence suggests that, on average, behaviour interventions can produce moderate</i></p> | <ul style="list-style-type: none"> <li>Decreased exclusions</li> <li>Decreased behaviour logs</li> <li>Increased attainment</li> <li>Learning walks</li> <li>Lesson observations showing a decrease of</li> </ul> | JHO        |

|            |   |   |  |  |                                   |
|------------|---|---|--|--|-----------------------------------|
|            |   | <p>3. More specialised programmes which are targeted at students with specific behavioural issues.</p> <ul style="list-style-type: none"> <li>• CPD on behaviour management and restorative practice</li> <li>• Use of PASS tests results to inform planning and behaviour management</li> <li>• Targeted interventions for those at risk of emotional or behavioural disorders</li> <li>• Programmes of 2-6 months produce longer lasting results</li> <li>• Involvement in parent and community-based programmes</li> </ul> | <p><i>improvements in academic performance along with a decrease in problematic behaviours. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies. School-level behaviour approaches are often related to improvements in attainment. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills seem to be equally effective.</i></p> | <p>behaviour management as an area of development</p>  |                                   |
| Attendance | F | <ul style="list-style-type: none"> <li>• Reports on regular non attenders</li> <li>• Home visits for those regular non-attenders</li> <li>• Regular analysis of attendance by heads of year</li> <li>• Celebration of attendance in assemblies</li> <li>• Celebration of attendance in form time</li> <li>• Pastoral managers to monitor attendance</li> <li>• Breakfast club</li> <li>• Pastoral manager breakfast attendance group reports</li> </ul>   | <p>Pupils with a low attendance have low attaining progress</p>  | <ul style="list-style-type: none"> <li>• Attendance reports showing improvement</li> <li>• Increased attendance</li> <li>• Increased engagement</li> </ul> | <p>JHO<br/>Attendance officer</p> |

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|---|---------|--|---|--|-------------------|
|   |         | <ul style="list-style-type: none"> <li>Parental engagement- school welcoming to parents, communication log on sims, flexible approach allowing parental engagement to fit around schedules</li> </ul>                              |   |  |                   |
| Parental engagement                                 | F, I, J | <ul style="list-style-type: none"> <li>Continual communications improving relationships</li> <li>Updates on progress, attendance and key notices</li> <li>Updates on upcoming school events SIMs Intouch and parent app</li> </ul> | To improve the reputation and build relationships within the school community | <ul style="list-style-type: none"> <li>Increased attendance</li> <li>Increased engagement</li> <li>Parental voice</li> </ul> | PGH<br>RSP<br>JHO |
| PP funding allocation for targeted support: £11'880 |         |  |   |  |                   |

| 7. Review of strategies                 |  |   |   |  |  |
|---|--|---|---|--|--|
| In-school barriers and desired outcomes |  | Success criteria  | Formative Review January 2020   | Summative Review April 2020  |  |
| A                                       | Improving attainment across a wide range of subjects including Maths and English | Closing the gap between eligible and non-PP in English and Maths evidenced through data analysis windows Sep review, Christmas and June | Match up meetings identifying areas for development and individual pupils needs embedding. Some positive form time interventions have been instilled and pupils have improved. Teacher analysis has shown identification of PP students in need of support. Session 6 started and to continue to embed. | Some improvements made to match up and further development of upskilling for staff to identify lower progress. Continued areas of development needed and time for embedding systems. Form time interventions were developed in form groups mixed ability changing dynamics. These were successful and pupil and staff voice were positive about these. |  |
| B                                       | Prevention of the literacy and numeracy skills drop in year 7                    | Working towards 100% of PP in year 7 are on or above target as evidenced through reading ages review, reading project results,          | Reading project has developed slowly with the departure of Deputy head. This project has had  | Reading project successful and positive review of this in Trust review, pupil and staff voice. Continued need for this to be embedded into school and further  |  |

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|   |   | English and Maths data analysis windows   | some resurrection and additional CPD. Form times are being monitored for success. 57.93% on or above target in English. 61.38% on or above target in Maths.   | resources and analysis needed to show impact. Reading ages to be collated for next year. |
| C | Accelerate the progress of all students with focus on HAP | Monitored by Directors, T&L Assistant head and Outcomes Assistant head to ensure that PP HAP and HAP students are on or above target grades by end of KS4. High expectations for all through quality first teaching. Appropriate challenge provided for HAP learners.   | Inconsistencies with use of data analysis and quadrant from staff room. Development of T&L priorities with scanning to identify whole school. Focus on HAP in data analysis. Levels of challenge identified in first observation cycle as an area for development whole school. | Continued requirement of improvements. Strategic and focussed actions for 2020-21 plan.  |
| D | Improve the performance of WBRI PP boys                   | Monitored by Directors, T&L Assistant head and Outcomes Assistant head to ensure that WRBI PP boys are on or above target grades by end of KS4. High expectations for all through quality first teaching. Appropriate behaviour management techniques, appropriate challenge and engaging planning provided. Decreased FT exclusion rate and improved attendance. | WBRI PP Boys identified as an area for development in subjects data analysis and actions. T&L priorities continue to be an area of focus.   | Continued requirement of improvements. Strategic and focussed actions for 2020-21 plan.  |

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|--------------------------|--|--|---|--|
|                          |  | Rise in aspiration evident in post 16 pathways.  |   |  |
| E                        | Improve the performance of SEN pupils    | Monitored by Directors, Senco Assistant head, T&L Assistant head and Outcomes Assistant head to ensure that PP SEN and SEN students are on or above target grades by end of KS4. High expectations for all through quality first teaching. Appropriate scaffolding and accessible tasks, differentiation by approach with teaching to the top evident. | Development of early identification with new SENCO post. SEN T&L area of development.   | Restructure of SLT and new appointment of SNECO. Embedding of new strategies needed and plans for new SEN provision. Strategic and focussed actions for 2020-21 plan.  |
| <b>External barriers</b> |  |  |   |  |
| F                        | Improve attendance rates for PP students | Pastoral Deputy head working alongside pastoral team to reduce amount of persistence absence among eligible PP students in each year group. Raised awareness of attendance in form, assembly. PP attendance in line with rest of school and working towards national.  | Attendance officer developing role. Role of Heads of Year to be developed to take assemblies celebrating attendance. Continued development of FT role to raise profile of attendance. | Continued development of FT role for future analysis and ownership of attendance. Continued requirement of improvements. Strategic and focussed actions for 2020-21 plan.  |
| G                        | Lack of aspiration for PP students       | Improved post 16 destinations with courses applied for at college suitable to their ability groups and results. Higher aspirations for all.  | Cambridge university trip. College trips. College courses guided appropriate to their flightpath and ability raising aspirations.   | Continued need for embedding extra-curricular opportunities. Analysis of registers of extra-curricular and trips. Embedding role of community engagement officer. Strategic and focussed actions for 2020-21 plan. |
| H                        | Lack of resilience                       | Develop the resilience to cope with difficult situations including social media. To increase   | Resilience assembly, mock exam review, parental meetings, home  | Further, focussed development with whole school outcome. Actions made however difficulty to show impact due to early closure and cancelling of exams.  |

|   |  |  |  |  |
|---|--|--|--|--|
|   |  | resilience to cope with the increased pressures within the transition to the next key stage  | help on website. To be developed use of Drop-down days.  |  |
| I | Necessity to build relationships within the community and parental support | <p>Engagement with community and PP parents through;</p> <ul style="list-style-type: none"> <li>• Parents evenings: Non-attendance chased with additional meetings</li> <li>• Parent pay: Used to target parents if students unreliable</li> <li>• Use of website for central information source</li> <li>• Progress reporting systems and form-time to improve parental buy in</li> <li>• Use of external community initiatives to build relationships</li> </ul> | <p>SIMs parent app to be launched.</p> <p>Non-attendance chased</p> <p>Embedding the use of website for central information.</p> <p>Progress reporting has changed to be more consistent. Format changed with P8 and flightpath information. Colour coded. Shared on parent app to secure receipt.</p> <p>Links with Tesco and Community Police officers</p> | Positive actions made and embedding of relationships and new systems needed. Strategic and focussed actions for 2020-21 plan.  |
| J | Improve behaviour and exclusions   | Decreased fixed term inclusions, improved progress and improved attitude to learning results.  | DATA TO BE CONFIRMED   | Restructure of SLT and new appointment of behaviour and learning assistant head. Embedding of new responsibilities and systems. Strategic and focussed actions for 2020-21 plan. |