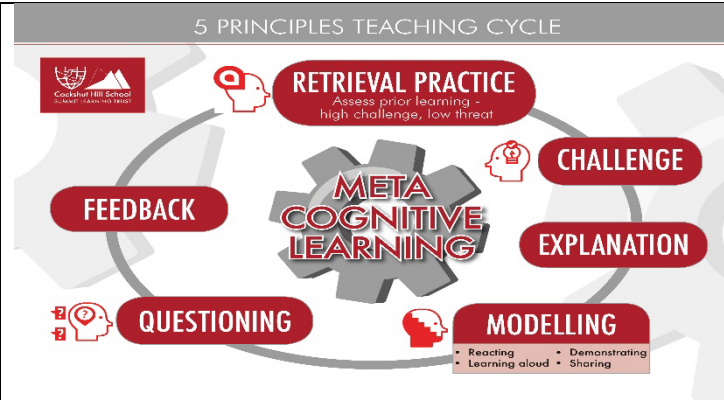


Pupil premium strategy statement review – 2021-2022

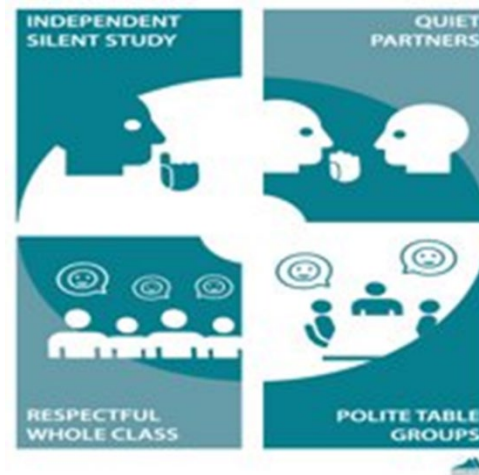
Teaching (for example CPD, recruitment and retention)		
Activity	Challenges (numbers) address	Impact
<p>Whole school embedding of the EEF literacy strategy in lesson.</p> <p>This will include the focus on disciplinary literacy across the curriculum, targeted vocabulary instruction in all subjects, implementation of complex academic texts in all subjects through the 'Love to read' strategy amongst other classroom opportunities, increased opportunities for extended writing and accountable talk in all subjects.</p>	1,2	<p>Following our Trust Literacy Review, Jan 2022, with external experts the following was highlighted as excellent practice:</p> <ul style="list-style-type: none"> • Literacy is a feature of every lesson and has clearly been a focus area of all subject teams. • Glossaries in many subject areas support learners and add value to the exercise books where evident. • Teacher files are consistently used to inform planning for individuals and groups. • 'Pink for think' literacy marking is used in the majority of books and has potential to have even greater impact. Now need to move it on even further • The new library area is well-positioned within the academy site. • Exposure to diverse texts in curriculum, from library and through class readers. This includes a LGBTQ+ section within the new library. • Great form reading practice is embedded <p>During our Science Curriculum Review with our Trust Executives the following was highlighted, "Good understanding of literacy strategies by some teachers, including the use of EEF research. In our RE Curriculum Review in April 2022, "Literacy non-negotiables are fully in place in the majority of lessons" Use of extended texts has impact, particularly at Key Stage 4, Extended writing opportunities are frequent and develop the knowledge and skills of all".</p> <p>Evidence states that using challenging academic texts can promote critical learners with wider subject knowledge and aid in increasing the fluency in which they read. Katherine Mortimore states in her research for '<i>Disciplinary Literacy and Explicit Vocabulary Teaching</i>' states that 'DEAR [Drop Everything and Read] can only work as part of a school culture' and to ensure that 'reluctant readers' spend the time reading. By using LTR, we can provide those whole school opportunities for reluctant readers, which works with our stronger foundation within the reading culture. This ensures students make more progress both within reading ages and across subjects as they can anchor their knowledge from L2R to their topics in lesson.</p>
<p>Embedding the direct instruction model and task board in all classrooms based on the 5 principles of instruction by Shaun Allison and Andy Tharby.</p>	1,2,3	<p>All teachers follow our direct instruction model- using our 5 Principles. There is a strong focus on Retrieval Practice at the start of lessons and this is effectively embedded by all teachers allowing for prompt, purposeful engaging lessons and a real focus on improving students' long term memory.</p>

This will include ongoing professional development of how to successfully use task boards for maximum impact. As well as sharp focus by the lead practitioners on how to hone the 5 principles within lessons.



There were several PLD sessions throughout the year to hone and develop our 5 Principles- mostly Challenge, Feedback and modelling were the 3 key areas of focus as these were seen as priorities following learning walks and curriculum reviews. Best practice was shared and opportunities for staff to visit practice was created for teachers to observe each other specific to their area of need and focus through a two- week programme of 'Principles Mastery Showcase'. This was a very effective system and staff shared impact and evaluations to each other.

Another key focus was the introduction of task boards to support students' behaviour and student engagement in lessons. During Professional development sessions, staff were given guidance and it was modelled to staff on how best to use these for curriculum planning and for teaching and learning delivery. The impact on these boards has meant that lessons are calmer, more opportunities for planned well-structured oracy opportunities for staff and to develop students' oracy and confidence skills.



As part of our quality assurance here at CHS, every half term SLT alongside Curriculum leaders, complete learning walks and mini reviews where our Teaching cycle and use of learning boards etc are reviewed for best practice and areas of development.
 During our Curriculum Reviews with our Trust’s Executive team these are also a priority to report and monitor.
 “Learning boards are used in most lessons most of the time.” MFL Review Nov 2021

Embedding the use of subject data analysis documents and CIDs (class intervention documents) in all classrooms to identify early underachievement and make strategic rapid interventions.

CIDs will be updated on a half term basis to ensure timely review and either adaption or re-selection of key subgroup students.

Monitored through subject reviews, subject leader QA, SLT QA.

1,2,3,5

All teachers review their data on a half termly basis identifying key underachievement of students in their class. Subject leaders are informed of the key subgroups to target in subject line management meetings, this is fed back to teaching staff within departments. This ensures that there is triangulation between whole school focus, department and in class intervention.

Achievement leaders played a key role in ensuring that the students identified were the right ones and matched whole school focus. Every time context sheets were released, and deadlines set, achievement leaders quality assured every class and the intervention. If they did not meet standards, then class teachers were contacted and asked to review either students selected or quality of in class intervention. The standard of intervention was linked to the training staff were given on effective in class intervention, ensuring it was personal to that child, linked to the question level analysis of recent formative assessment pieces and exactly what the teacher was going to do in class to support the attainment gap being closed. SLT conducted a leaning walk during the last week of every half term with subject leaders in departments that were line managed. This was to ensure that interventions and strategies identified on context sheets were in place in lessons and evident in student books and through conversations with pupils. The key focus groups for intervention remained pupil premium, SEND, HAP and boys.

	2019	2020 (CAG)	2021 (TAG)	2022
SEND				
A8	20.32	26.55	25.83	27.86
Basics 4+	12%	18.80%	18.20%	16%
Basics 5+	0%	9.40%	0%	12%
PP				
A8	35.9	37.54	39.1	38.77
Basics 4+	30.6%	49.6%	38.5%	43.3%
Basics 5+	18.4%	23.9%	22.1%	30.8%
HAP				
A8	53.63	59.48	63.96	57.55
Basics 4+	80.5%	97.6%	96.3%	96.9%

Basics 5+	48.8%	75.6%	81.5%	78.1%
BOYS				
A8	33.1	37.59	39.41	40.79
Basics 4+	34.2%	51%	42.5%	53.9%
Basics 5+	12.8%	26.5%	27.4%	36.3%

Embed an effective coaching and mentoring programme to raise the standards of curriculum delivery across the school

This will include staff qualifying with Andy Bucks Basic Coaching qualification. Those that are participating in mentoring will have Summit Learning Trust Professional Learning Institute training on expectations regarding mentoring. Staff will use their skills working with other for support and development. All UPS staff will coach and mentor.

1,2,3,6

There are currently 17 staff members who have successfully completed and qualified in Andy Buck’s Basic Coaching. These staff include both teachers and support staff and use their skills and expertise with both staff and students.

Our AP for T&L and Staff Development is also qualified as an assessor and facilitator of this course which means she can train and award staff with this qualification alongside Andy Buck and his team.

Coaching is used to support our ECTs during mentoring meetings as well as with trainee teachers. We also use coaching skills and techniques in performance review meetings, line management meetings in a supportive and development capacity. Coaching is used with student also to support and guide them on their learning journeys.

Our director of our PLI has also coached and supported our curriculum leaders to ensure they have the confidence and ability to showcase their curriculum intent, implementation etc and this has been hugely beneficial for our curriculum leaders ahead of Trust Curriculum Reviews and in readiness for Ofsted conversations.

Below are just a snapshot from a forms survey where staff shared their thoughts on the use of the Basic Coaching model:

- 80% of staff surveyed said they used ‘Basic Coaching’ skills as part of their daily routines and job role.
- “I have used the question "What's on your mind?" to enable some of my colleagues to share more of their ideas and to help them to reflect on their work.”
- “When discussing a challenging Year 11 class with a colleague I was able to match their body language, tone and pace at the start of our discussion but then as the conversation progressed I found myself being able to ask questions such as 'I am wondering if X might work.’”
- “Guidance to a class teacher who was struggling with a group of year 11. Coaching a colleague who has going for a job interview.”

<p>Standardized diagnostic mathematics and reading assessment to identify pupil need for 1-1 intervention, small group tuition and curriculum intervention.</p>	<p>2,3,7</p>	<p>Beginning in academic year 2022-2023 our trust now follows a standardised testing process for mathematics and English. During academic year 2021-2022 the mathematics department followed the PUMA assessment model which was found to be unreliable and not a true reflection of student's ability or progress. Similarly English followed the accelerated reader programme which is an online reading assessment, this proved problematic and produced inaccurate results due to students often just flicking through the test online (under test conditions that meant no teacher intervention was allowed) rather than processing and demonstrating their reading and comprehension.</p> <p>The money invested in new programmes means students will complete a Hodder reading assessment and star maths assessment as well as trust written assessments that are fit for purpose. This will give accurate data that will allow accurate comparison. Students will complete the Hodder reading assessment in October each academic year to allow accurate comparison of data without the concern of the summer holiday regression. Star maths assessment will take place termly to track underachievement and identify cohorts for intervention.</p>
<p>Curriculum resources in specific equipment heavy subjects – Science, PE, music, dance to improve quality of teaching and learning, practical application and students engagement</p>	<p>1, 2, 3, 4, 6, 7</p>	<p>PE</p> <p>Additional equipment purchased for the PE department included fitness equipment including free weights and rack, weight bars and rack, weights bench, plyometrics box, gymnastics wedges, springboards, kin ball set, ballet barre, rugby posts and football posts and nets.</p> <p>The addition of fitness equipment allows those studying at level 2 to participate in training sessions that they are learning about. When writing the fitness programme element of the course students are able to plan using real equipment, aiding their understanding and developing their physical fitness alongside the written programme.</p> <p>The introduction of gymnastics wedges and springboards allows easier differentiation in gymnastics when developing core skills. This allows more students to access the curriculum and make progress in the more complex core skills.</p> <p>Dance is an integral part of the performing arts curriculum. Students now have access to a Ballet Barre which allows them to experience more challenging aspects of dance and performing art.</p> <p>The purchase of new rugby and football posts means students will be able to compete with full size equipment preparing them for study at KS4 and KS5.</p> <p>Science</p>

Additional equipment was purchased for the science department this included life sized models such as skeletons, respiratory, digestive and reproduction. Other equipment such as a Van De Graaff Generator, 10 microscopes, new slides, voltmeters, ammeters etc.

The addition of this new up to date equipment allows all learners studying science to be involved in more practical's which supports the teaching of the principles of scientific enquiry, understanding the theory through practical experience and to teach specific practical skills.

The purchase of these resources has allowed more classes to carry out more practical's, engaging our learners and develop a broad understanding of scientific concepts.

Targeted academic support (for example, tutoring, one-one support structured interventions)

Activity	Challenges address	Impact																																							
<p>Y11 period 5 (additional 4rs teaching per week for academic year), delivered by teaching staff in students teaching groups</p> <p>Students will access a P5 lesson, 3-4pm Monday, Wednesday, Thursday and Friday. The lessons will be taught curriculum focusing on both new content and retrieval. Period 5 is mandatory and all students will attend.</p>	1,2,3	<table border="1"> <thead> <tr> <th></th> <th>2019 (Exams)</th> <th>2020 (CAGS)</th> <th>2021 (TAGS)</th> <th>2022 (Exams)</th> </tr> </thead> <tbody> <tr> <td>Progress 8</td> <td>-0.19</td> <td>n/a</td> <td>n/a</td> <td>-0.05 (tbc)</td> </tr> <tr> <td>Attainment 8</td> <td>3.65</td> <td>4.06</td> <td>4.30</td> <td>4.31 (43.07)</td> </tr> <tr> <td>Basics 4+</td> <td>36.8% (75)</td> <td>52.1% (113)</td> <td>50.2% (110)</td> <td>54.4% (106)</td> </tr> <tr> <td>Basics 5+</td> <td>17.2% (35)</td> <td>30.9% (67)</td> <td>32% (70)</td> <td>38.9% (75)</td> </tr> <tr> <td>EBacc 4+</td> <td>15.7% (32)</td> <td>17.5% (38)</td> <td>18.7% (41)</td> <td>17.6% (34)</td> </tr> <tr> <td>EBacc 5+</td> <td>6.4% (13)</td> <td>10.6% (23)</td> <td>14.2% (31)</td> <td>14% (27)</td> </tr> </tbody> </table>						2019 (Exams)	2020 (CAGS)	2021 (TAGS)	2022 (Exams)	Progress 8	-0.19	n/a	n/a	-0.05 (tbc)	Attainment 8	3.65	4.06	4.30	4.31 (43.07)	Basics 4+	36.8% (75)	52.1% (113)	50.2% (110)	54.4% (106)	Basics 5+	17.2% (35)	30.9% (67)	32% (70)	38.9% (75)	EBacc 4+	15.7% (32)	17.5% (38)	18.7% (41)	17.6% (34)	EBacc 5+	6.4% (13)	10.6% (23)	14.2% (31)	14% (27)
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<p>15hrs tuition for all SEND students using HTLAs.</p> <p>Tuition will be bespoke to the student's needs, and be delivered by familiar members of qualified staff.</p>	1,2,3	<p>This programme evolved into more targeted revision for one of our key underperforming sub groups; high ability pupils in year 11.</p> <p>Y11 maths and triple science tuition</p> <p>Alongside SEND intervention year 11 HAP also received maths p6 tuition and triple science tuition to ensure they achieved inline or above their target. Outcomes in the summer identified the success of the tuition as detailed below:</p> <p>Maths</p> <table border="1"> <thead> <tr> <th>GCSE 9-1 (Att8 Points)</th> </tr> </thead> <tbody> <tr> <td></td> </tr> </tbody> </table>					GCSE 9-1 (Att8 Points)																																		
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165 students will receive 15rs of 1-1 tuition in 30 minute periods at 8am and 3pm, followed by a further 15 hrs of small group tuition in school holidays.

Name	9	8	7	6	5	4
11C-Ma-DJO-V	3	4	5	7	9	2
PPG Autumn 2021 >	2	4	4	11	8	1
11H-Ma-AOD-V	5	4	6	8	5	2
PPG Autumn 2021 >	1	3	7	9	8	2

The tables shows the difference between the predicted grade at the end of the first term in y11, compared to the actual grades achieved in the **GCSE maths exam**. Tuition began at the start of the Spring term demonstrating the impact on students achieving grade 7-9. In the **autumn term 21 student** were predicted to achieve a grade 7-9, compared to **28 students achieving grade 7-9 in the actual GCSE exam**.

Biology

GCSE 9-1 (Att8 Points)							
Name	9	8	7	6	5	4	3
11C-Bi-MAH-V	2	1	7	5	6	1	0
PPG Autumn 2021 >	0	2	2	4	8	5	0
Difference >	2	-1	5	1	-2	-4	0
11H-Bi-CPA-V	2	1	5	5	3	2	1
PPG Autumn 2021 >	0	2	4	4	2	6	1
Difference >	2	-1	1	1	1	-4	0
Summary	4	2	12	10	9	3	1
PPG Autumn 2021 >	0	4	6	8	10	11	1
Difference >	4	-2	6	2	-1	-8	0

Chemistry

GCSE 9-1 (Att8 Points)							
Name	9	8	7	6	5	4	3
11C-Ch-MAH-V	0	3	5	5	5	4	0
PPG Autumn 2021 >	0	2	2	5	7	5	0
Difference >	0	1	3	0	-2	-1	0
11H-Ch-CPA-V	2	2	4	5	2	3	1
PPG Autumn 2021 >	0	3	5	2	1	7	1
Difference >	2	-1	-1	3	1	-4	0
Summary	2	5	9	10	7	7	1
PPG Autumn 2021 >	0	5	7	7	8	12	1
Difference >	2	0	2	3	-1	-5	0

Physics

GCSE 9-1 (Att8 Points)

Name	9	8	7	6	5	4	3	2
11C-Ph-MAH-V	1	3	1	7	6	4	0	0
PPG Autumn 2021 >	0	0	3	5	8	5	0	0
Difference >	1	3	-2	2	-2	-1	0	0
11H-Ph-CPA-V	0	4	1	5	4	4	1	0
PPG Autumn 2021 >	0	0	4	5	1	5	3	1
Difference >	0	4	-3	0	3	-1	-2	-1
Summary	1	7	2	12	10	8	1	0
PPG Autumn 2021 >	0	0	7	10	9	10	3	1
Difference >	1	7	-5	2	1	-2	-2	-1

The tables show the difference in predictions in the autumn term of year 11 compared to the actual grades achieved across the triple science subjects, biology, chemistry and physics in the summer exams. In the **autumn term 18 students** were predicted to achieve a grade 5 or above in **biology**, compared with **28 students achieving a grade 5 or above** in the actual **biology** GCSE exams.

In the **autumn term 27 students** were predicted to achieve a grade 5 or above in **chemistry**, compared with **33 students achieving a grade 5 or above** in the actual **chemistry** GCSE exam.

In the **autumn term 17 students** were predicted to achieve a grade 5 or above in **physics**, compared with **22 students achieving a grade 5 or above** in the actual **physics** GCSE exam.

SEND maths tuition year 8-10 (2021-2022)

The table below shows the impact tuition had on student's progress from the start of the tuition to the end of the 12 weeks period Jan-April 2022. *not all students attended tuition regularly or at all *tuition type varied from mytutor online external providers to in house tuition

PUMA	8 (26)	9 (36)	10 (42)
Made progress	35% (9)	39% (14)	45% (19)
Remained the same	23% (6)	56% (20)	26% (11)
Regressed	42% (11)	5% (2)	31% (13)

Evaluation of the impact of tuition found that students were more likely to engage at KS4. Attendance was varied and students were less likely to attend regularly when tuition was at 8am. For the academic year 2022-

		2023 morning tuition will not take place and the focus will be on achievement leaders supervising students after schools with bespoke 1-1 online tuition.				
School holiday small group tuition in GCSE/Vocational subjects at KS4	1,2,3		2019 (Exams)	2020 (CAGS)	2021 (TAGS)	2022 (Exams)
School holiday small group tuition for English and Math at KS3		Progress 8	-0.19	n/a	n/a	-0.05 (tbc)
		Attainment 8	3.65	4.06	4.30	4.30 (43.03)
		Basics 4+	36.8% (75)	52.1% (113)	50.2% (110)	54.4% (106)
		Basics 5+	17.2% (35)	30.9% (67)	32% (70)	38.9% (75)
		EBacc 4+	15.7% (32)	17.5% (38)	18.7% (41)	17.6% (34)
		EBacc 5+	6.4% (13)	10.6% (23)	14.2% (31)	14% (27)
KS4 form time English and Maths delivered by English and Maths teachers	1/2/3		2019 (Exams)	2020 (CAGS)	2021 (TAGS)	2022 (Exams)
		Basics 4+	36.8% (75)	52.1% (113)	50.2% (110)	54.4% (106)
		Basics 5+	17.2% (35)	30.9% (67)	32% (70)	38.9% (75)
'Complete maths' KS3 maths tuition 3-4pm Mondays 24 students per half term/term	2,7	Due to staff absence the complete maths tuition did not continue after the first half term.				
Bespoke 1-1 mathematics tuition for students in KS3 identified on the subject analysis documents as underachieving. This will be supervised by maths specialists as well as achievement leaders to ensure engagement and attendance.						
Revision books supplied for all y10 students	1,2,3,5,6	The parent engagement evening was due to take place in January 2022. However due to a surge in COVID cases we took the decision to move it to an in-school event. This however proved very successful as it meant that all students attended and got the privilege of seeing our ex student guest speaker Lee Carsley. Students left the event with all the resources they need to be successful with their home revision and motivation to get started. Students then had a succession of assemblies relating to how to revise and use their revision guides				

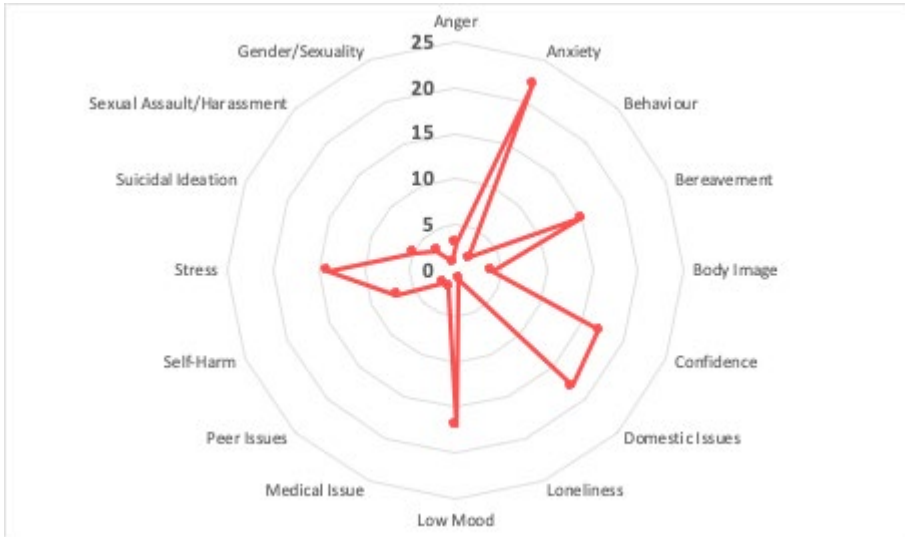
<p>Books will be distributed alongside a year 10 parent engagement evening. The evening will also engage parents and carers in how to support students at home with revision and wellbeing.</p>		<p>successfully. The revision guides were also built in to elements of their homework and self-study by a range of subjects to ensure they were fully utilised.</p>
<p>Jumpstart reading programme timetabled for those students identified as requiring urgent intervention.</p>	2	<p>A phonics-based intervention adapted from Ruth Muskin's 'Fresh Start' to target our weakest readers and try to bridge the gap between their reading age and towards their chronological age. EG. MW began with a reading age of 8.03 in September, throughout the year she made 1Yr:3mnth progress, to 9.06 in July.</p> <p>Additionally, 61% of students within the 2020-2021 cohort made progress ranging from 3months to 3years, while 19% of students regressed ranging from 1month to 18months. These students are going to be a focus of additional Lexonick Leap intervention this academic year (2021-2022).</p>
<p>Two form time reading sessions per week for Yrs 7-11 Teachers model fluent and expressive reading aloud in form</p>	2	<p>Evidence states that using challenging academic texts can promote critical learners with wider subject knowledge and aid in increasing the fluency in which they read which supports in increasing their reading ages to meet chronological. By HT4 last year, 16.4% of students were at or above chronological age in KS3 based on the STAR Reading data. Furthermore, Alex Quigley states that 'Literacy has its roots in every classroom', therefore, to ensure that we can utilise these 'roots' and solidify our students understanding on a deeper level within their subject disciplines and around wider school topics we need to develop their skills on a continual scale; this is further supported by the EEFs third recommendation of 'developing students' ability to read complex [...] texts'. These strategies and evidence gradually promote independence while reading and attempt to close the gaps within literacy standards.</p>
<p>Employment of HTLA on a 12 month contract to provide in lessons support to a range of SEND students where need is greatest</p>	1,2,3	<p>HLTA joined the inclusion team in December 2021 and we were fortunate to have been able to employ someone with a wealth of experience in settings similar to our own.</p> <p>HLTA was utilised to run some small group and 1:1 interventions – literacy and SEMH based. Also ran the breakfast club providing a free breakfast (bagels and cereal) for some of our most vulnerable learners. She has been key in aiding with the referrals coming in for ASC and ADHD, along with preparing paperwork for SSPP and EHCPs. Contracted hours also allowed for homework club to run 4 nights per week.</p> <p>HLTA was also used as part of the team to improve SEND attendance through phonecalls home to parents.</p>
<p>Academic mentors – science & maths</p>	1, 2, 3	<p>After a long wait to find a suitable academic mentor we were matched with a maths and science mentor via the NTP in April 2022. This meant that we only had 1 term to utilize their skills in the school led tutoring window. The maths mentor worked within lessons with a range of students. Unfortunately, it was not appropriate to have him working with small groups outside of the classroom due to his spoken English and communication skills. He contract was not renewed in the following academic year.</p>

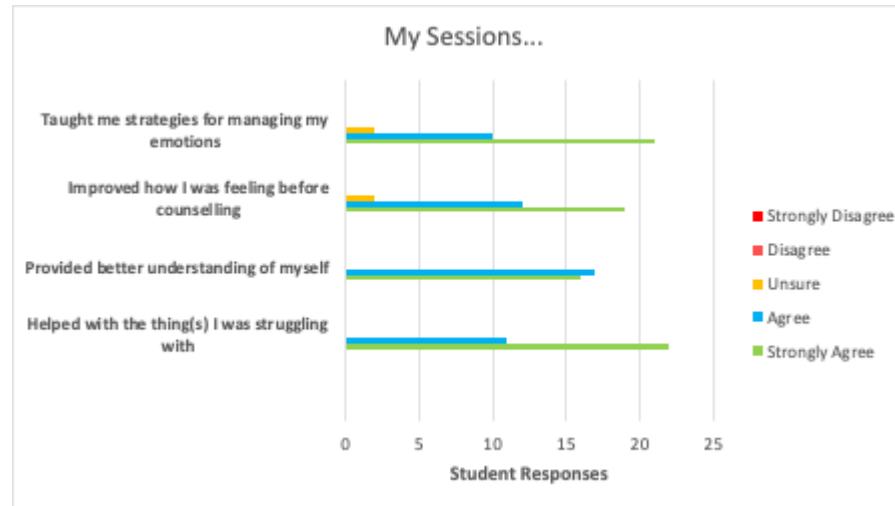
The science academic mentor worked specifically with SEND students in the classroom and outside in small group tuition with the lower attaining students. Her knowledge has allowed her to work with a key group of students to ensure they make good progress in the classroom. She continues to make good relationships with students and has been employed for a further year to support progress in science, particularly with SEND and those students not currently predicted to achieve a grade 44.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Challenges address	Impact
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EWO 1 additional day per week with the support of interpreters to engage with hard to reach families	4	The opportunity to have an additional EWO one day per week resulted in more sustained ability to engage with parents on doorsteps and get the harder to reach students into school, with the EWO attending key student houses before 8:30 in order to get these students into school. EWO also made early morning calls at 8am to hard-to-reach parents. Across the course of the year, attendance for these students rose between 1.5-3% as families moved on and off the FastTrack process. Twelve families received fixed penalty notices with fines costing a minimum of £3000 in total.
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Designated wellbeing team to promote wellbeing and protection of mental health, as well as work directly with students and families at risk.	7	<p>58 students were referred for counselling during 21-22 Academic year. 39 progressed from the referral stage to receive counselling sessions in school. 78% of referrals had a one or more demographic background (<i>FSM, PP, SEN, LAC</i>)</p>  <p>382 counselling sessions were delivered over the 21-22 Academic year. The average number of sessions attended per student was 10 80% of referrals were seen within two weeks of their referral for counselling</p>
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'The counselling has taught me many things about mental health and myself. I have learnt crucial lessons about my mental wellbeing which has helped me with many situations. I am extremely satisfied on how it went and the treatment by my counsellor. This is one of the few places I have felt safe in school due to the warmth I have received.'

'Helped me talk about my feelings & didn't make me feel judged.'

'It's been very helpful for me because I could develop my comprehension and resilience levels in difficult situations.'

'Thank you for helping me understand and learn more about my feelings and the actions I take.'

'When I attend counselling, I feel like I can open up and speak freely. I always had someone to talk to and would recommend Mr March to others struggling.'

'These sessions have really helped me out when I was feeling down and have improved & helped me get a better understanding of my emotions.'

'He helped me understand more about myself and how to cope in situations. Since counselling, I have felt a lot less stressed and less things play on my mind. Thank you :).'

'It's been very helpful for me because I could develop my comprehension and resilience levels in difficult situations.'

'These sessions have helped me so much and my counsellor was very understanding. I now understand different ways to cope with the situations I am going through. These sessions were very good as I felt I had space where I could talk about things without being judged.'

'My counselling has helped boost me physically & emotionally.'

'Counselling has been great and my counsellor is very supportive, helpful & understanding.'

'These sessions have helped me very much in understanding myself & my feelings and I wouldn't of been able to overcome any of my problems without them or him'

'I loved counselling and would recommend this to others'

'My counsellor has helped me so much through the year (when I started to come to counselling). He has helped me with controlling my anger and my anxiety/anxious thoughts'

'My counselling sessions have shown me I can do things I didn't think I could.'

'My counsellor has helped me build my confidence and helped me when I needed to talk about my problems. Counselling has helped me a lot and I'm very grateful for the sessions I've had.'

		<p><i>'Thank you Sir :) For making me feel like I can talk to you about anything. These sessions have really helped and I would like to do them again next year.'</i></p> <p><i>'It has helped me to understand my feelings more and what I can do for help.'</i></p> <p><i>'My counselling helped me a lot to understand what I was feeling. I would recommend my counsellor but depends what the person needs help with.'</i></p> <p><i>'I feel that the counselling has been very helpful in dealing with my emotions.'</i></p>													
<p>Senior pastoral lead behaviour appointed to ensure rigor in set up and implementation of the adapted behaviour system.</p>	<p>4,5</p>	<p>Our new behaviour system was introduced in September 2021 - with a non teaching Senior Lead for Behaviour & Attitudes to oversee and ensure consistency of application by all staff on a daily basis.</p> <p>The Senior Lead for Behaviour & Attitudes works daily alongside the SENCo and Welfare Manager/DSL in order to maintain support for our most vulnerable students.</p> <p>The behaviour policy has been updated throughout the year in response to certain aspects in order to support the drive for high standards even further: e.g. Standards Gate was introduced in summer term to support students in arriving to school fully equipped and in perfect uniform, ready to learn.</p> <p>The successful and consistent implementation of the behaviour policy has seen a sustained reduction in fixed term exclusions:</p> <table border="1" data-bbox="822 1002 1588 1086"> <thead> <tr> <th>HT1</th> <th>HT2</th> <th>HT3</th> <th>HT4</th> <th>HT5</th> <th>HT6</th> </tr> </thead> <tbody> <tr> <td>11.8</td> <td>8</td> <td>4.8</td> <td>6.3</td> <td>3.4</td> <td>2.9</td> </tr> </tbody> </table>	HT1	HT2	HT3	HT4	HT5	HT6	11.8	8	4.8	6.3	3.4	2.9	
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<p>KS3 & KS4 behaviour leads to oversee implementation and rigor to each key stage as well as their own year group.</p>	<p>4,5</p>	<p>The implementation of Key Stage Leads has ensured that all year groups are effectively managed and monitored. The KS Leads work together to quality assure all incidents that take place and to ensure consistency of the behaviour policy.</p> <p>KS Leads ensure all students identified are offered support through the wave system - monitoring and evaluating the impact of the wave system support, alongside the Pastoral Intervention Manager support.</p>													
<p>Achievement leader form time key group intervention focus on student with</p>	<p>4,5,6</p>	<p>The achievement leaders role have developed substantially over the last academic year. A key focus being on tuition and building relationships with their year group.</p>													

<ul style="list-style-type: none"> Poor commitment to learning and underachievement Good CTL and underachievement General areas of concern – attendance, wellbeing <p>This will include regular contact with home to provide feedback on progress and attitude to learning.</p>		<p>Through frequent communication with the pastoral and curriculum teams, achievement leaders can monitor homework completion, lateness, attendance and effort and attitude in lessons. Intervention groups are identified termly and achievement leaders communicate regularly with home and with students and teaching staff to identify and overcome barriers. Some of the barriers that have been overcome are access to technology at home, distance travelled to school resulting in regular lateness (issue of late pass if within threshold), lack of ambition.</p> <table border="1" data-bbox="824 352 2128 571"> <thead> <tr> <th></th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> </tr> </thead> <tbody> <tr> <td>Homework detentions</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Autumn</td> <td>348</td> <td>453</td> <td>730</td> <td>662</td> <td>530</td> </tr> <tr> <td>Spring</td> <td>448</td> <td>328</td> <td>457</td> <td>447</td> <td>393</td> </tr> <tr> <td>Summer</td> <td>304</td> <td>284</td> <td>323</td> <td>263</td> <td>65</td> </tr> </tbody> </table>		7	8	9	10	11	Homework detentions						Autumn	348	453	730	662	530	Spring	448	328	457	447	393	Summer	304	284	323	263	65
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<p>Provide technical support for EAL students and parents/carers.</p> <p>This will include, auditing what technical support students/parents and carers need to access the curriculum in school and from home. Providing routers and laptops where appropriate.</p> <p>Parent/carer engagement evenings will also be put on for EAL parents and any needing technical support to access home learning and the home support package, including correspondents from school and the school learning platforms. Translators will be present at the evening to ensure challenges are addressed.</p>	1,2,3,4,5,7	<p>All disadvantaged learners were audited to identify those who required a laptop. Any learners who required a laptop was provided with one.</p> <p>This has allowed all learners to access Microsoft Teams where teachers supply resources for learners to further develop their knowledge of the curriculum. Our homework policy is an electronic system where learners are expected to complete almost all homework on Seneca Learning, with the expectation of maths who uses Hegarty Maths. Prior to this system, learners were not completing homework.</p> <ul style="list-style-type: none"> Top 1% nationally of the 2500+ schools that do Seneca Top 4% nationally of 4000+ schools that do Hegarty maths <p>These laptops were also provided so that learners are able to do further research around careers and further education.</p> <p>Translators were offered to families for parent/carer evenings, with letters and surveys being made available in the majority of the home languages. Translation services have been used (internally and externally) for families in relation to Romania, Urdu and BSL. With regards to parental events, families tended to attend with their own relatives and not make use of the translator service. Majority of surveys were completed in English.</p>																														
<p>Embed regular opportunities for parent engagement events to</p>	5,7	<p>The website and documents to parents were made available in native languages, with the student leadership groups translating the weekly bulletin verbally into Urdu, Romanian, Italian and Arabic. The original bulletin</p>																														

support home learning and to build relationships with the school and parents/carers.		as well as the recorded translated versions were sent home to families to use as required. Parents feedback was positive in response to the key messages of the principal being available in their native language.																											
Fully resource and furnish the library to ensure welcoming and productive learning environment for students, before, after, during school and unstructured time. Resources to include additional books and ICT	2, 6	Within Y7 alone, 53% of students made reading progress, and 52% of students in Y8 had made progress, which we could attribute to the increased footfall as well as active borrowing – however there is unreliable footfall data due to sign in sheets not being completed properly by students, this is being looked at and streamlined within our library this year. Students use this space as a reading for pleasure space, as well as a study space, which during Y11 GCSEs saw an uptake within the year group as a revision space. It can also be used for community and wider school events, such as Open Evening, OAP Christmas Party, etc. Additionally, this space has been used to facilitate Trust strategies such as Star Maths and ART testing, providing a hub of activity.																											
Impact mentoring from ‘Foundation 4 the future’ for students at risk of disengagement in school and outside negative influence	4,6	<table border="1" data-bbox="819 544 1373 1046"> <thead> <tr> <th data-bbox="819 544 1115 692">Row Labels</th> <th data-bbox="1115 544 1243 692">Weekly average Before FFF</th> <th data-bbox="1243 544 1373 692">Weekly average After FFF</th> </tr> </thead> <tbody> <tr> <td data-bbox="819 692 1115 735">Abubakari, Huzaif</td> <td data-bbox="1115 692 1243 735">4.1</td> <td data-bbox="1243 692 1373 735">3</td> </tr> <tr> <td data-bbox="819 735 1115 778">Ali, Rehaan</td> <td data-bbox="1115 735 1243 778">2.2</td> <td data-bbox="1243 735 1373 778">3.4</td> </tr> <tr> <td data-bbox="819 778 1115 821">Barker, Kai</td> <td data-bbox="1115 778 1243 821">4.8</td> <td data-bbox="1243 778 1373 821">3.3</td> </tr> <tr> <td data-bbox="819 821 1115 865">Boyce, Kole</td> <td data-bbox="1115 821 1243 865">4.3</td> <td data-bbox="1243 821 1373 865">2.25</td> </tr> <tr> <td data-bbox="819 865 1115 908">Dyer, Devante</td> <td data-bbox="1115 865 1243 908">1.7</td> <td data-bbox="1243 865 1373 908">0.5</td> </tr> <tr> <td data-bbox="819 908 1115 951">Fisher, Luke</td> <td data-bbox="1115 908 1243 951">3.2</td> <td data-bbox="1243 908 1373 951">1.75</td> </tr> <tr> <td data-bbox="819 951 1115 994">Khadim, Danyal</td> <td data-bbox="1115 951 1243 994">1.6</td> <td data-bbox="1243 951 1373 994">1.3</td> </tr> <tr> <td data-bbox="819 994 1115 1037">Waheed, Rayhan</td> <td data-bbox="1115 994 1243 1037">2.2</td> <td data-bbox="1243 994 1373 1037">1.7</td> </tr> </tbody> </table> <p data-bbox="819 1086 2143 1150">Weekly average of incidents logged before mentoring with Foundations For Future and then at the end of 12 weeks.</p>	Row Labels	Weekly average Before FFF	Weekly average After FFF	Abubakari, Huzaif	4.1	3	Ali, Rehaan	2.2	3.4	Barker, Kai	4.8	3.3	Boyce, Kole	4.3	2.25	Dyer, Devante	1.7	0.5	Fisher, Luke	3.2	1.75	Khadim, Danyal	1.6	1.3	Waheed, Rayhan	2.2	1.7
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