

<b>Outcome 1</b>					
<b>Ensure all Year 11 make progress in line with their peers nationally and so close the gaps identified post lockdown.</b>					
<b>Actions</b>	<b>Who/ When</b>	<b>Cost</b>	<b>Success Criteria</b>	<b>March 2021</b>	<b>Commentary</b>
<b>Target 4, 5 and 9 lists drawn up and shared with Middle Leaders</b>	SPS/ September 2020	N/A	- Increased awareness of who are focus students are for Summer 2021.		Reviewed after mock exams December 2020. Lists shared with ML's Focus students for April-May have been identified using Mock data and remote learning diagnostic assessment.
<b>Interventions in place, planned at a whole school level, delivered departmentally so that focus students can achieve.</b>	MLT/ October 2020	Saturday school and resources	- Identified students make progress in line with their targets		Interventions planned for in departmental action plans. Saturday school- not happening live but plans are being put together for a virtual one so students can attend Grade 5/9 seminars.
<b>'9 Club' set up and run in conjunction with JCR</b>	JCR/ September 2020	Resources	- Students with target grades of 8/9 meet their potential in the exams.		Schedule in place. Students attended and positive feedback given. Remote classroom set up. Majority of these students gained an 8 or 9 in their mock papers.
<b>Middle leaders to review schemes of learning</b>	September 2020	Time allocation	- Schemes of learning take into account changes by OFQUAL and bridging curriculum.		Bridging curricula planned and implemented. LTP changed as a result/

<p><b>Middle Leaders to have attended examination board courses on changes</b></p>	<p>December 2020</p>	<p>6*£250</p>	<ul style="list-style-type: none"> <li>- Middle Leaders are confident in the expectations of the Summer 2021 examinations.</li> </ul>		<p>Geography, History, Languages. At network level- Create subjects. Awaiting English. Further exam board training re: Summer 2021 to be published.</p>
<p><b>NGRT tests completed for all years and repeated at the end of the year.</b></p>	<p>September and July</p>	<p>Free ( OAT)</p>	<ul style="list-style-type: none"> <li>- Identification of students with lower than average reading ages so that interventions can be put into place inside the classroom and outside via reading and Lexia.</li> <li>- By the end of the year all students will have made more than a years' progress if they were below the average reading age.</li> </ul>		<p>September ones completed. 22nd March 2020- NGRT 2 to be completed.</p>
<p><b>Mentors in place for under-performing students</b></p>	<p>SPS/ October</p>	<p>None</p>	<ul style="list-style-type: none"> <li>- Students meet regularly with a mentor where an action plan is in place.</li> <li>- Effective learning strategies are in place.</li> </ul>		<p>Decision made to wait until mock exams have taken place. All SEN/ Vulnerable students have a mentor in place. Students who have failed to engage in remote learning in Year 11 are being mentored by VHT.</p>

**Outcome 2: All Year 7 students have access to highly effective bridging and recovery schemes of learning across all subjects .**

Actions	Who/ When	Cost	Success Criteria	March 2021	Commentary
<b>Bridging curriculums are written and are in place</b>	MLT/ September	None	<ul style="list-style-type: none"> <li>- Changes to LTP show that staff are aware of the expectations in KS2 knowledge which may not have been met by Summer 2020.</li> <li>- MTP give students opportunities to recap and retrieve knowledge from primary.</li> </ul>		Completed/ on-going
<b>Assessments are suitable for purpose</b>	SPS/ September	None	<ul style="list-style-type: none"> <li>- There is a comparable expectation across all subjects in terms of outcomes and attainment of Year 7 so that the assessments can be trusted for data validation.</li> </ul>		Term 1 assessments have been reviewed and adapted e.g. languages to make it more equitable and in humanities.
<b>QLA of assessments to highlight misconceptions and enable staff to plan to redress them in the next unit of study where possible.</b>	MLT/ October	None	<ul style="list-style-type: none"> <li>- QLA exists for all subjects</li> <li>- Action plans off the back of the QLA are in place to facilitate further learning and teaching.</li> </ul>		Being used to facilitate planning of 2021 exams.
<b>Use of Intervention TA to run after school interventions where it is apparent a deficit appears in a specific skill area with more than one child.</b>	LDT/ October	TA salary ( pt funded from CUF)	<ul style="list-style-type: none"> <li>- Students make progress in the identified areas showing progress in-class assessments as well as within intervention.</li> </ul>		BLR undertaking these after school every day for Year 7-10.

Whole cohort view is utilised on testingforshools so that results are shared and next steps planned for.	SPS/PVE by October		<ul style="list-style-type: none"> <li>- CAT results on G4S</li> <li>- Target grades set for Year 7</li> <li>- Students identified for interventions.</li> </ul>		
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Outcome 3: Plan and implement short, medium and long term catch up curriculum plans where a need has been identified.					
Actions	Who/ When	Cost	Success Criteria	March 2021	Commentary
<b>Retrieval practice CPL</b>	SPS/ October		<ul style="list-style-type: none"> <li>- All staff have an awareness of what retrieval practice looks like and strategies for its implementation.</li> </ul>		Undertake via action research groups instead. Focus on use of knowledge organisers. To be made available on school website for all.
<b>Retrieval practice is evidence in the majority of lessons learning walked.</b>	CLU/ December		<ul style="list-style-type: none"> <li>- Retrieval is planned into schemes of learning and is in every lesson.</li> <li>- - Students recall of key identified topics has improved and students can confidently use it in assessments</li> </ul>		Now postponed. Retrieval starters now commonplace and also a key component in remote learning. All year groups have had at least one assessment. These assessments have been moderated at department and MLT level for retrieval and led to further discussions about the nature fo assessment.

<p><b>Period 5 students identified ( 7-10) and Wednesday and Friday students ( Year 11) Identified and appropriate interventions planned.</b></p>	<p>SPS/ October</p>		<ul style="list-style-type: none"> <li>- Students attend sessions</li> <li>- Sessions are specific and supportive</li> <li>- Students close the skills gap.</li> </ul>		<p>Closing of the gap still need to be assessed. Assessment delayed due to lockdown. Planned week beginning 22nd.</p>
<p><b>Intervention students tracked in mock examinations and feedback in lessons to assess progress within a particular skill.</b></p>	<p>SPS/ On-going</p>		<ul style="list-style-type: none"> <li>- Tracker shows students making progress</li> <li>- Students make progress in mocks compared with Sept baseline.</li> <li>- Students are only in intervention for a short period of time until staff are confident they have closed the gap.</li> </ul>		<p>HLTA's working with target students referred by HoD. Year 11 have taken precedence since their return, but a focus on Year 10 with begin in earnest after may half-term.</p>

<b>Outcome 4: All students make rapid progress in their literacy so that they are making progress by Summer 2021.</b>					
<b>Actions</b>	<b>Who/ When</b>	<b>Cost</b>	<b>Success Criteria</b>	<b>March 2021</b>	
<p><b>NGRT tests for all year groups</b></p>	<p>SPS/ Sept</p>		<ul style="list-style-type: none"> <li>- Students complete the tests and all students have a reading age assigned to them. Parents are aware of this as well as strategies they can use at home to support literacy.</li> </ul>		

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<b>Where identified reading interventions are in place.</b>	SPS/ On-Going		- Students complete reading or Lexia to close the gap.		
<b>Use of T4W strategies across the academy</b>	SPS		- Schemes of learning show T4W opportunities planned and embedded. - Students books show these strategies being used.		Scheme of learning audit to be completed. Work sampling on-going.

<b>Outcome 5: CPD programme ensures quality first teaching for all.</b>					
<b>Actions</b>	<b>Who/ When</b>	<b>Cost</b>	<b>Success Criteria</b>	<b>March 2021</b>	<b>Commentary</b>
<b>Regular CPD (weekly themes)</b>	CLU	None	- staff actively engage in pedagogy - Staff engage in joint planning, reading and learning walks.		Weekly 'remote' tasks being set. Completion being tracked.
<b>Focussed CPD in PD Days (choice of session)</b>	CLU	None	- CPL is tailored to the needs of staff outlined in the Appraisal polies. - Clear guidance and support for career progression is made available to staff.		Jan CPD day- Range of remote workshops for staff to choose from (understanding role of SLT/MLT/HoY/SENCO, relationships), alongside sessions on Provision Map, remote parents' evenings & behaviour. Follows working groups in

					Autumn where again staff opted into working group of their choice
<b>Remote Learning training and use</b>	CLU	None	- All staff can log into and use Google classroom for setting work, delivering live lessons and giving feedback.		Sept training on live lessons demo & practice; 'how to' guide created and regularly circulated. Expectations, tips, tricks, ideas circulated & compiled into Remote Learning Guide. Individualised support offered with live lessons. Quality of remote learning spot-checked and feedback provided individually and collectively

<b>Outcome 6: Attendance rates,, specifically those amongst disadvantaged students, are at or above national figures for 2019-2020</b>					
<b>Actions</b>	<b>Who/ When</b>	<b>Cost</b>	<b>Success Criteria</b>	<b>March 2021</b>	
<b>Additional EWO Support</b>	Sally Ruffles Sept 2020	2000	Number of students refusing school is reduced and/ or reducing. Key students have action plans in place to bring them back into school. Use of the EWO to accelerate Persistence absenteeism cases		Current caseload =8. 1 student has been successful in gaining a place in alternative provision. Since return from lockdown 2/3 of year 11 school refusers have been in and attending lessons. 50% of all students referred are back to school

					or attending another setting.
<b>Outcome 7: Students demonstrate positive mental health and wellbeing and exceptional personal and social development.</b>					
<b>Actions</b>	<b>Who/ When</b>	<b>Cost</b>	<b>Success Criteria</b>	<b>Jan 2021</b>	
<b>School Chaplain</b>	KMW / Oct 2020	6000	<ul style="list-style-type: none"> <li>- Students are offered talking therapy with a qualified professional.</li> <li>- Opportunity for anxious students/ staff to discuss issues with someone in a non-judgmental way.</li> </ul>		In place and working with key students. In lockdown this is happening virtually. Also being used to support staff with mental health issues
<b>4YP Counsellor</b>	KMW / Sep 2020	7790	<ul style="list-style-type: none"> <li>- More formal mental health support for those who are recognised as needing this.</li> <li>- Reduce time waiting for CAHMS so therefore enabling students to be supported earlier and hopefully removing future issues.</li> </ul>		In place. Students receiving counselling. Students being offered it when mental health issues arise. Too early to see impact.
<b>MHST Pilot</b>	KMW / Jan 2021		<ul style="list-style-type: none"> <li>- Become part of the MHST pilot giving us access to training and resources.</li> </ul>		Lockdown.
<b>Mental Health Ambassadors</b>	AOL / March 2021	1000	<ul style="list-style-type: none"> <li>- Mental Health ambassadors identified and trained.</li> <li>- Linked with classes</li> <li>- Undertake assemblies</li> <li>- Lead PSHEe sessions.</li> </ul>		Not due to start yet.