

Termly review meetings are scheduled termly with key leaders:

1- Questions raised with SLT/ Heads of Departments

School culture

What are our expectations and ambitions for disadvantaged pupils' learning?

Are outcomes for disadvantaged pupils a focus for all? How do we know and does it show?

How do we adjust provision to focus on disadvantaged pupils? How consistent is this across the school? What is the impact of this and how do you know?

Are we really enabling all staff to go the extra mile? Does this happen in reality?

How does the culture of the school foster strong relationships with disadvantaged pupils?

How are relationships established and developed with parents and carers? How does this support your work?

How do we ensure that all information is shared across teams?

What evidence is there that all leaders and governors understand and prioritise the support for these pupils?

Do staff at all levels promote the achievement of disadvantaged pupils?

How does professional development promote diminishing the difference?

Barriers to learning

Have we correctly identified pupils' barriers to learning? Who is involved in this? Can we involve others?

Do we tackle barriers relating to pupils' welfare effectively?

How do we support disadvantaged pupils with transition? Do we hand over information carefully?

Do we prepare disadvantaged pupils well for their next steps?

How does careers guidance meet disadvantaged pupils' needs?

Teaching and learning and curriculum

How do teachers use pupils' achievement information to plan learning?

Is the data accurate and robust?

How well matched is our leadership strategy, the curriculum and provision for disadvantaged pupils?

Does support meet pupils' needs accurately? Does it address pupils' barriers to learning?

Do our assessment processes ensure that we know these pupils?

How do teachers support disadvantaged pupils' progress and learning?

Measuring impact

Are disadvantaged pupils catching up?

How effective are interventions to support disadvantaged pupils' learning?

What have been the most effective actions you have taken and why?

How do we use data to track, support and intervene for these pupils?

What does Year 11 pupils' attainment and progress data tell you?

How well do disadvantaged pupils attend school?

Are there any patterns in rewards and sanctions for disadvantaged pupils?

2- Light touch review of plan

Strands		Strategies	Lead	Termly review comments / questions raised
1A	Pedagogy	I. Ensure T&L SLT lead has a PP focus in their role and is clear about the impact of their work on disadvantaged pupils	JA CP	
		II. All teachers use selected D. Lemov strategies, ensure pupils practise retrieval and include appropriate opportunities for complex application , once the knowledge and techniques that are needed have	CP	

		been fully embedded (use of “letting the kite go” technique).		
		III. Focus monitoring on the provision of appropriate opportunities to learn at greater depth and develop resilience	CP	
		IV. In Y11, staff identify each disadvantaged pupil's challenges and interests and use this knowledge in their day-to-day practice and curriculum (Daniel Sobel)	CP JA	
		V. All new 4 teaching spaces have a visualiser to support with resilience and deeper thinking	CP	
		VI. Enhanced ICT facilities to support effective delivery of the curriculum in identified subject areas and support disadvantaged pupils with no IT provision at home with after school revisions/completion of coursework	CP	
		VII. Renew TLR 3 T&L to support with all staff implementing 1A.I	CP	
Strands		Strategies	Lead	
1B	CPD to enhance the teaching of the curriculum and	I. Continue to purchase relevant publications that relate to pedagogy and curriculum. Purchase for each HoD David Didau's a copy of “Making children cleverer” and other subject specific curriculum publications.	CP	

	appropriate use of assessment	<p>II. An additional £5,000 cover fund to allow:</p> <ul style="list-style-type: none"> ▪ time for teachers to develop their subject and pedagogical knowledge ▪ time for HoDs and Deputies to meet and discuss the curriculum ▪ time for specific examination boards training ▪ all Middle Leaders to visit another school to observe teaching and engage in curriculum discussions ▪ time for Middle Leaders to sequence the curriculum ▪ time for middle leaders to review assessment procedures and use ▪ triads of QA exercises and feedback exercises are implemented ▪ time to partake in weekly “CPD steps” to focus on deeper thinking / letting the kite go 	JA CP	
1C	Staff recruitment, retention & wellbeing	I. 7 TLR 3 created to retain good staff and focus on key areas of this plan	VG JA	
		II. Portion of Cover Supervisor Salary to support with cover to support staff wellbeing	VG JA	
		III. Support towards wellbeing sundries (lunch during INSET/ Colleague of the week rewards)	JA	
1D	Higher Achievers (HA)	I. Continue to work closely with NACE	CP	
		II. Renew Higher Achiever TLR3	CP	

		III. Targeted curriculum and interventions resources for this group of pupils	LHO	
Strands		Strategy	Lead	
2A	Curriculum intent & implementation in mathematics	I. Appointment of a director of mathematics & contribution to the recruitment of an additional outstanding teacher in mathematics (including a TLR3 as incentive)	VG JA	
2B	Numeracy	II. Contribution to the leadership of numeracy	KA	
		III. Preparation the Numeracy Quality Mark - silver	KA	
2C	Literacy	I. Contribution to the leadership of literacy	CP LMO	
		II. Drop Everything and Read (DEAR) sessions every week for pupils in years 7-10	CP LMO	
		III. Reading rewards	LMO	
		IV. Renew LEXIA software	CT	
		V. Contribution to remodel and develop the library so disadvantaged access books that suit their tastes (based on pupil voice)	LMO	

		VI. All departments to set weekly KS3 homework about Tier 2, subject specific words via bedrock and regularly use bedrock strategies to help pupils understand and embed these new words.	CP LMO	
Strands		Strategies	Lead	
2D	KS2 to KS3 Transition	I. Renew TLR 3 holder to support with transition (KS2 to KS3 and KS3 to KS4) (main focus of TLR- retain good teachers)	JE	
		II. Summer school for Y6 with a focus on maths/English and based on gaps in learning	JE	
2E	KS3 curriculum intent	I. Ensure KS3 curriculum SLT lead has a PP focus in their role and is clear about the impact of their work on disadvantaged pupils	JA JE	
		II. Evaluate the quality of education over time using observation, learning tours and work scrutiny 'Deep Dives' to ensure high quality provision	JE CP JA HoDs	
		III. The cross-Trust Curriculum Values permeate subject/whole school curriculum		
		IV. Review schemes of work and ensure enrichment is implicit and enhances provision		

		V. Curriculum conference for middle managers to reflect on the curriculum and improve it in their subject		
2F	Options in Year 9	I. Bespoke parents invitation at options evening	JE CS HoDs HoYs	
		II. Targeted advice to pupils from the beginning of Year 9		
		III. Bespoke taster days and visits to colleges		
Strands		Strategies	Lead	
2G	Closing the gap in Y9 -English & Maths	I. To renew/create a TLR 3 position in Maths/ English to retain /recruit outstanding teacher and support with the tracking of specific pupils in Year 9 to support closing the gap.	JE BBL	
		II. To establish a cohort of pupils in liaison with key staff in maths and English and design a bespoke package of intervention and support for those pupils. Track the progress through the year & liaise with parents		

2H	Inspirational KS4 curriculum	I. Additional EBACC (History, Geography, MFL, Maths and English) lessons curriculum time	VG	
		II. Careful match of staff against groups and reduced class numbers	VG HoDs	
		III. Support teachers to develop specific teaching and learning strategies to support pupil premium pupils in EBACC subjects through research and collaboration	CP	
2I	Individual subjects' curriculum intent and implementation with a focus on disadvantaged Y11 pupils	I. Continue to provide departments with bidding opportunities to support closing the gap to national all with Year 11	JA	
		II. Ensure SLT Y11 lead has a PP focus in their role and is clear about the impact of their work on disadvantaged pupils	JA LM	
Strands		Strategies	Lead	
2J	Closing the gap at KS4 in English and maths	I. School's examination board accredited examiners in English to deliver regular "Walk & Talk" sessions in the Sports Hall to the whole of Year 11	CS	
		II. School's examination board accredited examiner in English to deliver workshop for the English staff to update on AQA developments	CS	
		III. Specific tracking and support of an identified cohort of pupils falling behind	FF	

		IV. All mock examination papers in English Language marked by an external AQA examiner	FF	
		V. Deeper learning project in maths	EP	
		VI. 5 twilight sessions across the year with a targeted cohort of Year 11 pupils at risk of getting 3 only rather than their targeted 4	EP	
		VII. 3 school trips targeting underperforming disadvantaged Y11 pupils	EP	
		VIII. Maths 50 day revision practice booklets and answers purchased for every PP pupils/ booklets will also be used in intervention time	EP	
2K	Disadvantaged boys in Year 11	I. Commission inspirational speaker to run workshops for targeted boys in Year11	LM	
2L	Learning at home	I. Classcharts to facilitate parental access to homework and support tracking of homework	CP RF	
		II. Workshops with parents during parents' evening about Classcharts and how to support their children at home	CS	
Strands		Strategies	Lead	

2M	Culture, life-skills and experience	I. Extracurricular opportunities fund, including: <ul style="list-style-type: none"> a. access to DoE – Bronze and Silver Awards b. swimming lessons c. Peripatetic lessons 	CS	
		II. Ensure SLT lead for enrichment and pupil engagement has a PP focus in their role and is clear about the impact of their work on disadvantaged pupils	JA CS	
2N	Knowledge for opportunity	I. Continue to work in partnership with local colleges/speakers/providers	CS	
2O	Pupils' wellbeing	I. Increase menstrual knowledge and access to sanitary products for girls	CS	
		II. Continue to provide spare underwear and tights for emergency use	CS	
		III. Introduce hygiene box for boys and girls	CS	
		IV. Pastoral officer to support with Mental Health	CS	
		V. Increase the amount of workshops and days providing opportunities to support with Mental health	CS	
		VI. Review with the Pupil Parliament menus on offer in the canteen to ensure healthy options are promoted	CS	
		VII. Increase opportunities for pupils to join in extracurricular sporting activities outside school	CS	

Strands		Strategy	Lead	
2P	SEND	I. Pupils with SEND at KS4 have access to the full curriculum with bespoke transition support	VG	
		II. Targeted careers meetings and opportunities to visit Carmel college/ liaison with home regarding next phase of education	CT	
		III. An additional maths specialist to deliver 1:1 support on identified gaps	VG	
		IV. To create TLR 3 in science to retain good staff and ensure targeted support of a specific cohort of SEND pupils in science.	VG/JA	
		V. Lunch club to develop social skills (vulnerable PP & SEND)	CT	
2Q	Inclusion	I. Cover for specialist teaching in Inclusion	JA	

		II. Inclusion enrichment/ cultural and health development	CF	
		III. Alternative Education & support	AC	
		IV. Boxall profiling	CF	
Strands		Strategy	Lead	
3A	Attendance & Persistent Absence	I. Ensure SLT lead in charge of attendance and inclusion has a PP focus in their role and is clear about the impact of their work on disadvantaged pupils	JA AC	
		II. Fund for an admin attendance officer	AC	
		III. Fund for outreach attendance officer	AC	
		IV. Local Authority Service Level Agreement and support - attendance	AC	
		V. Accountability and targets for all leaders involved with attendance	AC	
		VI. Improved Attendance data to form tutors so they can monitor PP attendance and take action	AC	
		VII. Rewards for good and improved attendance	AC/ HOYs	

		VIII. Internal exclusion to support with low FTE	AC	
		IX. Police panels – Safer Schools Police Officer/attendance blitzes	AC	
		X. Saturday school and 3-5 school to support with Truancy	AC	
3B	Attitudes to learning	I. Behaviour for Progress (BfP) stickers and posters/ Embed use of language in every lesson / opportunities for self-assessment	CS	
		II. Continue with tracking of BfP via Classcharts	CS	
		III. Keep BfP high profile amongst staff and pupils	CS	
		IV. Embed Lord Derby Award	CS	
		V. Embed Pupil parliament functions (e.g. Glitch theatre visit, badges etc.)	CS	
Strands		Strategy	Lead	
3C	Parent engagement	I. Review opportunities for alternative parents' evenings for selected parents who usually do not engage (Parents voice in the past did not reflect realistic barriers)	CS	
		II. Contact parents/carers prior to Parents' evenings and information events to secure an appointment	CS	
		III. "Year 11", "Year 10" & "Revision Launch" events to inform parents about the expectations and demands of KS4 /	CS	

		develop understanding of the courses and how to support their children		
		IV. Monitor attendance at Parents events and follow up with communication home	CS	
			CS	
3D	Pupil engagement in revision activities at KS4	I. A bespoke mentor	LM	
		II. Study packs provided to equip PP with the practical resources to assist their studies (study packs based on pupil voice)	LM HOY1 1	
		III. Study Base – staffed in the morning and after school with support available and access to resources to enable pupils to engage and make progress.	LM	
		IV. Free breakfast before revision sessions and examinations	LM	
		V. Targeted progress meetings with pupils/parents and carers	LM	
3E	Transition-Pastoral	I. Provide school uniform, PE kit, other uniform related sundries and school stationery to all Year 7	JA	
3F	Emergency fund	I. Identification of pupils in need of a free breakfast and school related items.	JA	