

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Nuneaton Academy
Number of pupils in school	865
Proportion (%) of pupil premium eligible pupils - 7 - 42% of cohort 8 - 40% of cohort 9 - 45% of cohort 10 - 34% of cohort 11 - 33% of cohort	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lara Hall (Principal) Anne Melville (Link Governor)
Pupil premium lead	Phillip Kruse
Governor / Trustee lead	Anne Melville

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£270,743
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£30000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£300,743

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. As a school, we will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our Principles

1. To ensure that teaching and learning opportunities meet the needs of all the Pupils that attend The Nuneaton Academy.
2. To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately and regularly assessed and addressed.
3. In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged
4. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate The Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.
5. Pupil premium funding will be allocated following based on which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Our rationale for the use of pupil premium

As a school, we are taking a longer-term approach to our pupil premium strategy. This is because it makes it easier to plan for spending, recruit and train staff and develop successful practice to address the barriers that many of our pupils face. These include:

- * Attendance and punctuality
- * Social and economic factors, including readiness to learn
- * Poor emotional and social skills leading to FTE
- * A lack of motivation and resilience for some pupils
- * Poor language and communication skills of pupil
- * Safeguarding and emotional barriers to learning
- * Gaps in skills and knowledge, including those due to the impact of COVID-19/ SEND (including SEMH) or other learning difficulties

By committing to this approach, we are ensuring that our research driven approaches (based on those recommended in [Education Endowment Foundation's \(EEF\) pupil premium guide](#)) are effectively implemented, sustained and embedded at the school. Our approach targets spending across 3 keys areas:

1. Teaching
2. Academic Support
3. Wider approaches

Demography and School Context

Statistically pupils who come to The Nuneaton Academy are between 2 and 3 times more likely to grow up in low income homes.

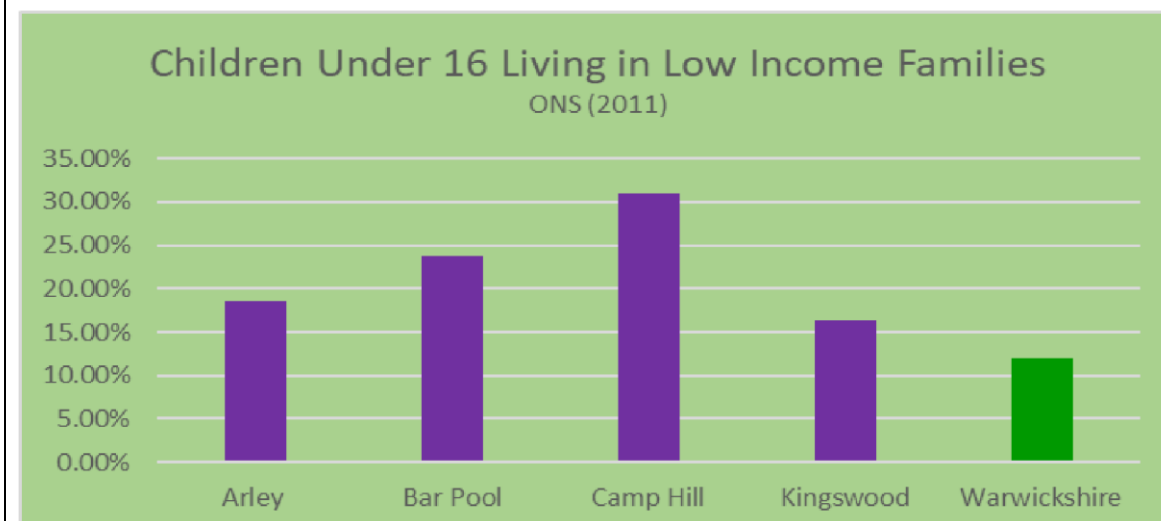
Low income is defined as an income that is 60%, or lower than the national median.

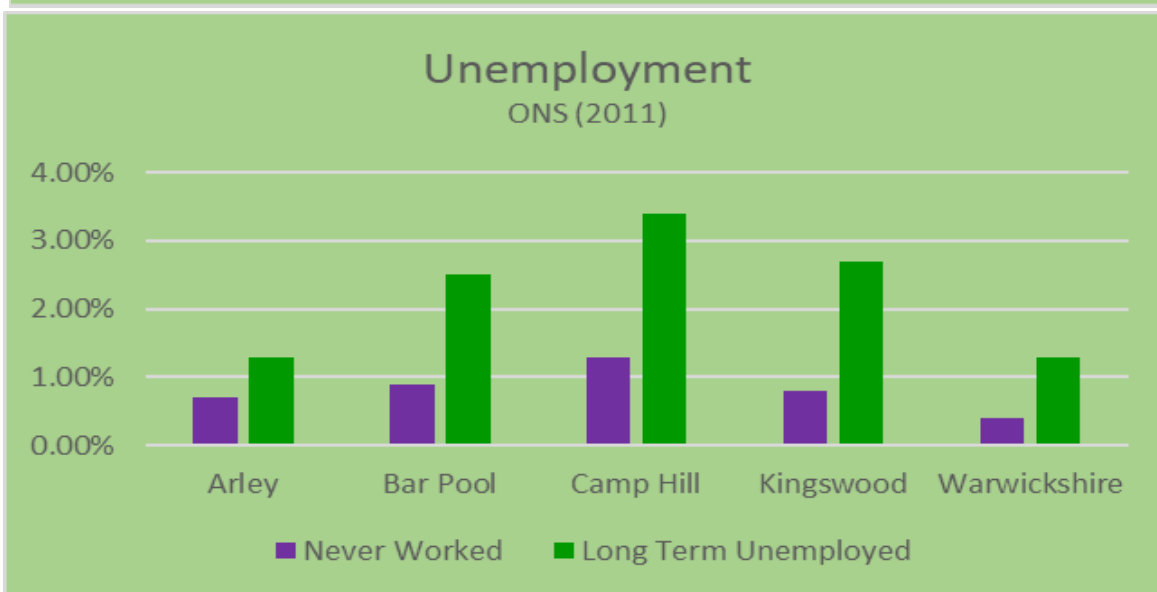
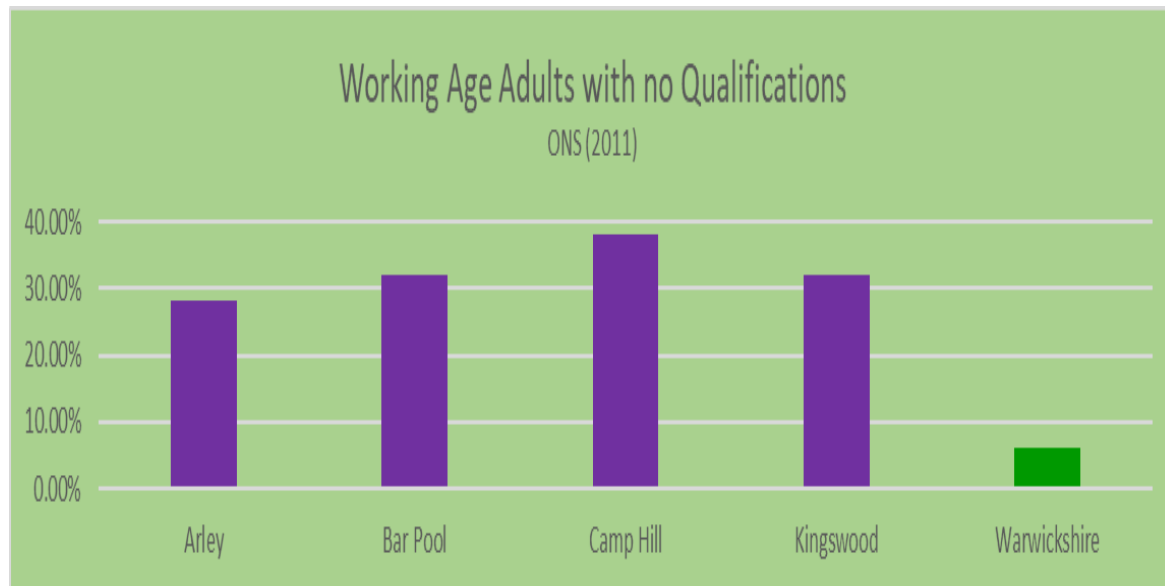
There is a wealth of research that states children from homes are more likely to have poorer later outcomes in the areas of: Education, Health, Social-Emotional Outcomes, Employment and later Income and Earnings.

Statistically pupils who attend The Nuneaton Academy live in areas where the population who have never worked is up to over 3 times the county average, and those who do work are significantly more likely to work in elementary occupation and significantly less likely to occupy professional and managerial roles.

Data shows that statistically pupils who attend The Nuneaton Academy are up to nearly twice as likely to live in a home with no access to a vehicle, restricting experiences out of the community and school, and opportunity.

Data and research demonstrate that pupils coming to The Nuneaton Academy are statistically more likely to have already faced barriers to education. Whilst information like this is imperative to understand the wider institutional, financial or societal factors that play a part in our pupil's lives it is also with caution that projection of 'deficits' onto working-class young people and their families has the potential to unfairly stigmatise these individuals. Therefore, the focus of this information should not be on an individual problem but within the systems and barriers many face in the locality.





The range of provision The Senior Leadership Team and Governors consider making for this group includes and would not be limited to:

1. Continued improvement of the quality of teaching across school.
2. Support pupils to maintain and catch up subject curriculum learning and progress.
3. Implement an appropriate curriculum to support individual needs.
4. Support for pupils that may need additional intervention/investigation
5. Attendance and PA to improve for all students, especially those that are PP to give continued access to the curriculum.
6. Build relationships between school, home and the local community to reduce barriers to learning
7. Reduce numbers of FTE and removals in school and those being removed from lessons.
8. Ensure pupils have necessary resources, equipment and support for lessons
9. To raise aspirations and widen horizons with direct support relating to extra-curricular, experiences and overall health/wellbeing.
10. Support for services pupils that enrol at the school

Likely or potential Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Historical low aspiration in the community leading to low income employment/long term unemployment through adulthood.
2	More challenging behavioural issues leading to repeat removals and FTE
3	Attendance and punctuality issues and higher rates of PA
4	Barriers to learning at home and in the community, with many families having social services involvement and Early help referrals.
5	Lower family engagement with school with regard to meetings, parents evenings and on site events leading to potentially lower family support and challenge in relation to learning.
6	Lack of engagement in what is perceived by some pupils and parents as a curriculum that is not relevant to their futures.
7	Potential friction with relationships between teachers and some pupils that may lead to higher numbers of removals thus limiting achievement and progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Progress 8 Increase P8 for all PP children more rapidly than for NPP	To improve each academic year and be in line with other similar schools nationally
2. Attainment 8 Increase A8 for all PP children more rapidly than for NPP	Achieve/better national average for attainment for all pupils at the school
3. % Grade 4+/5+ in English and maths Raise % for all PP children more rapidly than for NPP	Achieve average English and maths 4+/5+ scores for similar schools
4. Attendance Improve attendance for all and reduce PA especially for PP pupils	Improve attendance to national average and PA reduced year on year. Overall attendance to be above 94.5% and PA in line with national averages.
5. Behaviour Reduce removals and suspensions for PP pupils	Reduce overall numbers of FTE and those having 2+ suspensions each academic year. Suspensions to reduce for all key groups and removal from lessons to be greatly reduced term on term.
6. Parental engagement Increased parental engagement for such things as parents evenings, school events and parent council	Continued building of relationships with the community using The Schools Family Engagement Officer and social worker to encourage greater engagement with families – parents evenings, events, support groups.

7. Aspiration	Greater number of pupils engaging in extracurricular activities, trips and experiences. Reduced number of pupils that are NEET or become NEET with 2 terms of leaving.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention) Budgeted cost: £92143

Activity	Evidence that supports this approach	Intended and actual Impact with lessons learned
<p>Implementation of whole school initiatives to improve quality first teaching in all year groups (staff CPD, instructional coaching) across the curriculum TLYMB – CPD and training to enhance quality first teaching in all curriculum areas. Continued use and deployment of para teachers to cover staff engaged in instructional coaching initiatives and CPD. Additional staff costs £72000 staffing Outcomes link - 1,2,3,5,7</p>	<p>TLYMB is based upon the renowned Doug Lemov TLAC programme pioneered in Charter Schools in the USA * Urban disadvantaged. EEF states that the best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils TLYMB – Teach like you mean business TLAC – Teach like a champion</p>	<p>Instructional coaching in place Step-lab sessions in place Bi-weekly meeting with staff and coaches Department CPD ongoing January INSET focussed on subject specific training and visits April TRUST INSET concentrated on curriculum development Class-charts in place to support staff to 'know their pupils' and build relationships Removals reduced by 35% Suspension reduced by 24%</p>
<p>CPD books for staff- Closing the reading gap, closing the vocabulary gap and Reading reconsidered £1000 books 1,2,3,7</p>	<p>EEF research suggests reading strategies = 6 months impact.</p>	<p>Books have been given to staff to aid personal development and increased curriculum knowledge Writing Revolution Reading reconsidered Walk Thrus Running the room TLA C</p>

<p>Specialist Teaching Service subscription for pupils that are SEND but also PP Assessing the learning ability (i.e. processing speed, working memory, basic language) of pupils who have been referred to the SEND team. £16000 subscription</p> <p>1,2,3,7</p>	<p>A key component of teaching and learning is to ascertain barriers to learning through SEND or other needs STS subscription is a recognised resource to support assessing learning ability STS will give staff access to pupil information that they can use to support each child in lessons Support for pupils who have SEND who are PP, improves the ability to access the curriculum - Supported under a variety of EEF topics (Reading comprehension +6, small group tuition +4, social and emotional learning +4)</p>	<p>This will allow staff to 'know pupils' and be able to target support specifically to need thus improving their classroom experience and progress made To be quantified through assessment and examination results over time.</p>
<p>CPD to support ACES, trauma and restorative sessions thus enabling staff to understand barriers to learning 1,2,3,5,7</p>	<p>EEF research suggests social and emotional learning = 4 months impact.</p>	<p>Through a greater understanding of pupil needs and lived experiences training has led to - Removals reduced by 35% Suspension reduced by 24%</p>
<p>Part fund Class Charts system, with provision mapping, to support teachers in the classroom with monitoring student progress, behaviour and engagement. Staff given tools to maximise student potential and gauge additional support where required. £3000 Class Charts 1,2,3,5,6,7</p>	<p>This website allows for the highlighting of PP students in seating plans and data and can be used to analyse different groups to spot any lack of progress. If teaching staff cannot easily see who the pupil premium students are, or review their data, this can create a barrier in time of putting interventions in place.</p>	<p>Removals reduced by 35% Suspension reduced by 24% Through 'knowing your pupils' staff will be able to target support and maximise progress shown in achievement and test scores (internal and external examinations)</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £154600

Activity	Evidence that supports this approach	Intended and actual Impact with lessons learned
<p>After school KS3 and KS4 club for pupils to have a place to catch up with missed work and homework, access 1-1 support and have resources available (including revision guides, text books and equipment etc) to complete set tasks.</p>	<p>EEF research suggests extended school time = 3 months impact Many of our pupils do not have facility to work at home and would be considered vulnerable based on lockdown. EEF research suggests one to one tuition = 5 months impact</p>	<p>Mock exam GAP analysis shows % difference between PP and NPP pupils in maths , English , science and non-core subjects SEE DATA SHEET</p>

		<p><u>PP INTERVENTIONS</u> <u>THIS YR –</u> <u>ACADEMIC</u> Positive Futures programme aimed at Year 11-34% of those selected were PP National Tutoring Programme-Selected small groups-all year groups-41% of those selected are PP School Lead Tuition programme-Years 7-10-66% of those selected are PP</p>
<p>Ongoing intervention and support for SEND/PP pupils meaning increased access to mainstream curriculum through progress coaches and student support. £40000 x2 Progress Coaches 1,2,3,4,5,7</p>	<p>Overall, EEF evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better and can improve progress by up to 4 months. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Costs will vary depending on who runs the sessions</p>	<p>Tailored support in B2A and PC in classrooms to support SEND pupils that have been highlighted</p> <p>Reduced removals for pupils that are PP and SEND compared to 2020-21 (see above)</p> <p>FTE reduced for PP pupils compared to 2020-21 (see above)</p>
<p>Alternative curriculum and support to reduce FTE or Perm/Ex – Offer of places for those at high risk of losing their place but ensuring appropriate preparation and qualifications are gained ready for post 16/reset takes place to ready pupils for full time lessons onsite. Programme of support sessions for pupils struggling to regulate behaviour and motivation to reengage pupils in subjects as part of Ground Space provision. £40000 x2 AP places £45000 – Onsite AP (9 PP pupils) 1,2,3,4,5,7</p>	<p>There are a minority of pupils that cannot sustain mainstream education in its purest form. The school seeks alternative routes for these pupils to maximise learning and progress –</p> <p>There are 6 pupils that access AP in the local area and 8 pupils that access our in house AP in year10. Each pupil has been assessed for suitability and appropriateness of provision</p> <p>Clearly conventional routes do not work for ALL students and although every effort is made to follow a traditional education a few students need alternative provision</p>	<p>KS4 onsite provision in place – key pupils reduced removals / all but x1 making good progress – see weekly tracking reports</p> <p>KS3 onsite provision currently supporting x3 PP pupils</p> <p>Offsite AP currently catering for x3 PP pupils in year 11 that have completed studies and are about to take GCSE examinations</p>

<p>Introduction of 'Rock-stars' in maths that will teach students basic knowledge for numeracy and timetables to allow them to access all areas of the Maths curriculum. It will also encourage home learning. £200 Rock stars 1,2,3,7</p>	<p>EEF research suggests individual instruction = 4 months impact</p>	<p>In place an impact to be determined over time and once embedded – Increased access to online activities through the programme intended to improve maths skills and thus progress</p>
<p>Ed Psych involvement for PP pupils needing assessment to determine need or ongoing barriers to accessing curriculum £15000 Ed Psych School counsellor access when needed for those that are struggling with their mental health and wellbeing £11400 counsellor 1,2,3,4,5,6,7</p>	<p>Social and emotional strategies have an impact of +4 months according to EEF research and it is vital that schools understand barriers to learning pupils have with regard to this. School counsellors can also support with breaking down barriers to learning and concerns/anxieties pupils have. Evidence suggest that Ed Psych and counsellors interventions have an identifiable and valuable impact on attitudes to learning</p>	<p>Ed Psych continuing to support key pupils and offer advice and next steps to enable pupils to access curriculum</p>

Wider strategies (Related to attendance, behaviour, wellbeing) Budgeted cost: £54000

Activity	Evidence that supports this approach	Intended and actual Impact with lessons learned
<p><u>Attendance –</u> A package of rewards and incentives to encourage sustained good or improving attendance at The School. £1000 for rewards Taxi's provided to support attendance for individual pupils £2000 for taxi's (school) Family Engagement Officer and social worker to engage with families of pupils with poor attendance to create strategies of support to improve this position during the year and to support family wellbeing. £18000 part funding roles 1,2,3,4,5,6,7</p>	<p>Incentives give pupils additional motivation. However, this is coupled with conversations based around the rationale of good attendance and how missing school is directly linked to lower attainment and reduced GCSE outcomes. Research shows a direct link between attendance and outcomes.</p> <p>External issues are likely to result in a barrier to learning for students. The FEO helps deal with the full spectrum of internal and external issues that arise for these students These can be dealt with through this role.</p> <p>In addition, this role attempts to address barriers during school day-to-day, as well as long term. Many of the PP students have ongoing issues at school.</p>	<p>Evidence of individual improvements in attendance for key pupils but overall attendance and PP for cohort is below that of national statistics currently.</p> <p>School developing strategies to streamline attendance monitoring and legal routes to fining where appropriate.</p> <p>Early help referrals in place – School social worker and key staff involvement to understand reasons and barriers to increased attendance.</p>

<p>Build relationships between school, home and the local community to reduce barriers to learning</p> <p>4,5,6</p>	<p>EEF research suggests parental engagement = 4 months impact</p> <p>The OFSTED document 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement.' Cites a case study of a school employing a Parent Support Advisor (FEO) as effective in increasing a positive relationship with the school. This also improved attendance as well as behaviour.</p>	<p>Early help referrals in place – School social worker and key staff involvement</p> <p>92% of parents have new academy app – Weduc. Others are being encouraged to sign up.</p>
<p>Strategies employed to reduce the number of FTE and removals in lessons that were affecting learning and progress due to missed time in the classroom.</p> <p>ACES training for staff FEO/S.W family support Structured behaviour system and restorative practices developed on site to reduce conflict.</p> <p>1,2,3,4,5,6,7</p>	<p>EEF research suggests behaviour interventions = 4 months impact</p> <p>Research shows a clear correlation between missed time in the classroom and underachievement and reduced progress.</p>	<p>Significant reduction in removals and suspensions for PP pupil's onsite – see data above.</p> <p>Pastoral staff to embark on programme of study – Lost in school WCC to continue work on ACES with all staff to embed understanding of lived experiences and barriers to learning in the community.</p>
<p>Ensure that pupils have the necessary uniform, equipment and resources for school</p> <p>£3000 ingredients £1500 revision guides £500 reading books £3000 uniform</p> <p>4,5,6,7</p>	<p>It is vital that students feel part of the school community regardless of their background</p> <p>Building relations with parents by being able to offer forward assistance when needed is crucial in the parent school relationship</p> <p>EEF research suggests 4= months impact</p>	<p>The school continues to offer whatever is necessary for pupils to be able to engage fully in all aspects of school life and curriculum – No pupil should miss out based purely on financial limitations.</p>

<p>Supporting PP pupils financially for visits. An agreed percentage of the visit so we can support pupils Extracurricular clubs and opportunities provided free of charge to ensure access and attendance.</p> <p>£25000 towards enrichment activities</p> <p>4,5,6,7</p>	<p>The overall impact of sports participation on academic achievement tends to be positive (about two additional months' progress)</p> <p>Recent evidence from the UK suggests that sports participation can have a larger effect on, for example, mathematics learning</p> <p>Being involved in extra-curricular sporting activities may increase attendance and retention.</p> <p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	<p>PP fund to support trips and DoE and cover 50% of costs so all pupils have access to these opportunities</p> <p>Currently (data being collated) pupils have taken extra-curricular offers and 38% of those eligible for PP have attended residential.</p>
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<p>Support for SPP students entering the college due to family move Progress Emotional and wellbeing Enrichment Futures (College etc.) Wellbeing support for students that may have been separated from parent due to lockdown – due to a parent’s work commitment These pupils are not defined as disadvantaged but have moneys available to support at a new setting and to be fully immersed in school and the community they move into.</p> <p>1,2,3,4,5,6,7</p>	<p>Eligible schools receive the SPP so that they can offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment (DfE criteria)</p>	<p>n/a currently</p>
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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Overview of GCES results in core subjects

2018-19 formal examinations

2019-21 TAGs based on teacher assessment and evidence

Table below shows GCSE comparisons 2018-21 and although difficult to judge based on methods of determining grades does highlight an improvement year on year for

- 1) 4+ GCSE including English and Maths
- 2) % of grade 4 and above in maths

	2018-2019		2019-2020		2020-2021	
	PP	Non PP	PP	Non PP	PP	Non PP
% 4+ Inc E & M	19.44	32.79	32.5	57.53	46.81	67.69
% 5+ Inc E & M	8.33	16.39	20	41.1	14.89	44.62
% 4+ En	47.22	60.66	77.5	82.19	53.19	81.54
% 5+ En	19.44	34.43	57.5	64.38	40.43	60
% 4+ Ma	44.44	62.3	50	65.75	51.06	75.38
% 5+ Ma	13.89	36.07	25	45.21	14.89	47.69

Online engagement improved for PP pupils and those not participating narrowed in all year groups during lockdown. Table also highlights the work of the pastoral team in closing the gap with remote learning during lockdown, due to staff regularly contacting families, doing home visits and providing IT and IT support where needed.

Week	PP -7	PP - 8	PP -9	PP -10	PP -11
w/c 18.1.21	9%	22%	23%	6%	7%
w/c 25.1.21	19%	24%	20%	11%	7%
w/c 1.2.21	9%	12%	7%	6%	3%
w/c 8.2.21	6%	11%	5%	7%	4%
w/c 22.2.21	4%	11%	8%	4%	1%

All families that required IT support or laptops were given and face to face / phone support sessions ensured that pupils could access all online resources.

Over 100 pupils came to provision daily to use school IT systems of which many were PP pupils. The School has also provided past papers, revision guides and IT equipment to support learning this academic year.

There has been a small reduction in exclusions amongst PP pupils since reopening, although there continues to be too many and spikes in particular weeks. This is similar to removals although there was a marked drop in the 2 weeks before the end of the summer term.

Wellbeing sessions continue to be a strength of The School with pupils and parents benefitting from the support of FEO (Family Engagement Officer) and social worker. All historical early help referrals closed and new referrals opened weekly. FEO is mentoring 21 pupils weekly and vulnerability hub supports 25 pupils weekly.

Data for pupils with SEND – Numbers not engaging in remote learning reduced week on week during lockdown

SEN – 7	SEN - 8	SEN - 9	SEN - 10	SEN - 11	Week commencing
19%	16%	20%	16%	24%	18.1.21
27%	15%	21%	12%	14%	25.1.21
15%	5%	7%	3%	2%	1.2.21
16%	4%	3%	5%	4%	8.2.21
12%	4%	7%	3%	2%	15.2.21

Online engagement improved for those that were PP and SEN during lockdown Jan – March 2021.

Permanent Exclusions reduced: Only one pupil was permanently excluded but had numerous interventions and support and has now been placed at another Trust school. Ground Space set up to support pupils with individual needs thus reducing the number of FTE and removals from lessons. Re-admittance programmes with pupils after exclusion has supported pupils that have had repeated FTE to understand reasons and solutions to issues.

Counsellors continued to work through lockdown supported by FEO and social worker. Early help and financial support offered to families and access to 1-1 wellbeing sessions for 80 pupils delivered weekly.

Home visits for wellbeing checks took place daily and the offer to access provision remained open throughout. Our vulnerability tracker highlighted 115 pupils at risk during lockdown and in many cases daily phone calls were made to ensure their safety. Online tutors also kept regular contact with all PP pupils off site.

The FEO has been a vital link between home and school this year and she has been able to support 80 families.

Weekly wellbeing sessions have supported pupils and families and encouraged many pupils back into school. Early help referrals and RISE referrals are ongoing and all cases are tracked through to completion. Of the 21 pupils The FEO supports weekly 33% have improved attendance and only 2 have worsened.

The school has been able to restart extra –curricular activities since March and we have had 85 pupils take part of which 21 are PP – 26%

Use of the Brilliant Club was affected due to COVID, and the university trips as a result could not take place. However regular meetings with Brilliant Club took place. Those deemed as NEET for 2019-20 = 18%. Those deemed as NEET for 2020-21 is yet to be calculated as pupils have only just left with calculations and college confirmations being confirmed by November 2021.

Lockdown meant that funding was used to support IT needs such as headphones onsite and dongles at home. The school routinely offers pupils support with anything that could be a barrier to learning such as equipment, uniform to the offer of snacks and drinks if they arrive without breakfast being taken at home.

Interventions and External Agencies:

57% of pupils who saw external agencies (STS, EPS and Private and The Ed Psych) were PP.

Progress coach interventions include:

- Direct Instruction
- Precision Teaching
- Emotional Well-Being and Resilience Programme
- Black Sheep Social Skills

Each intervention has targeted key areas of need for pupils to support their learning, progress and wellbeing in school and at home

Attendance data has been greatly affected by COVID and thus comparisons are difficult to determine. Currently there is no data for PP attendance nationally although the schools PP attendance has risen since full reopening in March

Lessons learnt from 2020-201 include:

- Continue with development of the CPD pathways tailored for the individual teacher and this will continue to be part of the improvement strategy
- Introduction of 'instructional coaching' CDP and roll-out to further enhance the quality of teaching at TNA, ensuring there is capacity for staff to be able to engage in sessions and training.
- Ensure that The school knows which pupils do not have access to IT so that a rapid response can be initiated to deliver items needed to engage in remote learning.
- Appropriate sessions implemented to support numeracy, literacy and catch up programmes leading to PP pupils filling gaps in their learning and reducing gaps between NPP and PP pupils at the school.
- A sustained push to encourage and support pupils whenever remote learning is required.
- The school to continue to look at and implement 'big ticket' strategies to narrow gaps in all criteria, from progress data and attendance to pupil involvement in activities and positive parental engagement with school
- Rapid response during lockdown supported pupils with online learning and engagement. Employing a FEO to support families was of real benefit in offering families a link to school. Would have been better if we could have linked to primaries and families as well during this time. (Primary liaison officer)
- Quickly establishing an onsite social worker to refer families for Early Help and support with wellbeing was vitally important to maintain family interactions and remove barriers during lockdown.
- Since reopening a disproportionately high number of PP pupils being removed from lessons or excluded and strategies need to be in place to ensure this is reduced from September. The Senior Leadership team are to implement a number of strategies to increase capacity and visibility onsite to support teachers in the classroom.
- A vulnerability hub has now been opened onsite to support those most at risk of exclusion and programmes in place to develop their social and emotional resilience.
- There is a long waiting list for the Ed Psych and thus pupils do not always get the support as quickly as we would like. We have looked to use counsellors/progress coaches where capacity allows to guide pupils in school but also made additional referral to RISE and Early Help to give families some help until The Ed Psych is available.
- Some EHCP applications have been delayed due to waiting lists for The Ed Psych and this is something the school is looking at whether there another route to support these applications if The Ed Psych is unavailable.
- Regular home visits, calls and target setting meetings have supported pupils to improve attendance pre and post lockdown. Drawbacks have surrounded COVID and not being able to collect pupils from home in a minibus although this is to be addressed in September (restrictions allowing) Individual pupils were picked up by taxi's though so there was some movement on ensuring pupils attended school when otherwise they would have stayed at home
- Re-ringing families weekly during lockdown meant that more pupils started in provision leading to the school having to use the local college for those needing onsite learning.
- We have found a larger number of pupils struggling to re-engage with school since lockdown and the need for more interactions with our attendance officer, FEO and social worker. Even with this there is an argument for additional roles to be created to meet this need.
- Possibility of The Family Engagement Officer to work exclusively with primary schools and families in preparation for transition The school will look to highlight daily all those PP pupils who are not attending and initiate a rapid response to get them back in the same or next day – a heightened awareness of absence with this group.
- The school created a vulnerability tracker to gauge which pupils needed to be in school during lockdown – based on this criteria we were able to invite the most vulnerable (EHCP/PP) into school.
- Regular contact with families who did not send pupils so that we could reoffer a place (numbers did increase)
- School recognised the need for intensive support and re-offering places to the provision so increased contact with families and opened up a second site for pupils to access remote learning onsite.
- Operating extra-curricular opportunities has been a challenge due to restrictions and few opportunities have arisen. Thoughts for the future would surround 'virtual' tours and trips to enable pupils to have cultural experiences from home if the need arises next year.
- Reopening has allowed clubs to restart and this has been greatly beneficial for pupil's physical and mental health. We are looking for a higher percentage of pupils who are PP engaging in extracurricular activities next year and offering financial support to those most in need of it.

