

Covid -19 Recovery Plan – Harrop Fold

Overview:

This document is an overview of the Harrop Fold School Covid-19 Recovery Plan for the academic year 2020-2021. In June 2020 the government announced a £1 billion education ‘catch up plan’. As part of this £650 million is allocation directly to schools and £350 million for a National Tutoring Programme. Harrop Fold School has identified a number of key areas this funding will be targeted at

Academy	Harrop Fold	Allocated funding (Catch-Up)	£75840
Number on roll (total)	958	Allocated funding (National Tutoring Programme)	75% of Tutoring costs for 20% of PP Cohort
% Pupil Premium eligible pupils	60.5%	Number in sixth form	0
Issues identified from March 2021 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)			
<ul style="list-style-type: none"> • Clear gaps in students’ knowledge and understanding. With an emphasis in core subjects of mathematics, English and science through RAG rating curriculum 			
<ul style="list-style-type: none"> • Literacy and reading ages have not progressed at the expected rate leading to tier 2 & 3 words not being used with the necessary frequency in students’ writing 			
<ul style="list-style-type: none"> • Attendance needs to improve and currently stands at 85.1% since return. 			
<ul style="list-style-type: none"> • Re-establish learning routines and habits. 			
<ul style="list-style-type: none"> • Support, emotional well-being and mental health. 			
<ul style="list-style-type: none"> • Encourage students to become involved in co-curricular. 			
Student’s Well being is being supported in a tiered approach:			
<ul style="list-style-type: none"> • Universal: All students have benefited from the inception of the following new strategies: Attitude to Learning, House System and Co-curricular offer. • Targeted: Some students in need of greater supporter are being targeted for inclusion in schemes such as Football without Borders, Bikeability, Gardening sponsored by RHS and a Girls Group. • Individual: A small group of students are being supported individually by Mentors, the Safeguarding Team and an external counsellor. 			

UNIVERSAL SUPPORT								
Group	SLT	Actions	Intended impact	Cost	RAG			
					HT6	T1	T2	T3
10	AR SW MO AR MO AR	Y10 to Y11 <ul style="list-style-type: none"> Implement a clear, targeted Y10-Y11 rapid improvement plan (driven by SLT KS4 and support by Director of Standards and Outcomes) Establish context of how Y10 view school and what their future ambitions are. (Use Aspire and FFT data) Curriculum review to take place ensuring all students are on an appropriate pathway. All Y10 students and their parents to be made aware of target grades. To include generation of pupil target cards. Introduction of a Year 10 assessment/feedback day – parents to be invited to meetings with teachers. Review of setting in core subjects. Review seating plans in option subjects. 	P8 = 0 Achieve whole school targets in EM 4+ & 5+ NEETS reduced.	£0	X	X	X	X
All	ME	ICT: <ul style="list-style-type: none"> Complete an updated ICT Audit for the equipment pupils and staff have access to. Appoint/allocate responsibility for using ICT to support the learning and progress of pupils to a member of staff/SLT. Ensure regular updates through LM and leadership meetings. 	All pupils and staff have access to and remote device and the internet when at home	£1000	X			
All	RA/LG	Literacy <ul style="list-style-type: none"> Whole school reading is refined to ensure challenging texts and fluent adult readers. Time is spend developing vocabulary. NGRT assessment is used to support teachers when planning lessons and inform interventions. 	Students gain universal access to ambitious and appropriately pitched texts from an agreed canon. The exposure to a high number of tier 1 and 2 words will support students' understanding and ability to learn	NGRT COSTED BELOW	X	X		
					X	X	X	X

		<ul style="list-style-type: none"> Plan to explicitly teach reading as well as writing stamina as part of a wider catch up strategy in school 	<p>more effectively across the curriculum. Pupils below age related expectations receive targeted support and 70% are at the expected standard by the end of academic year.</p>		X	X		
All	CSC	<p>Rewards:</p> <ul style="list-style-type: none"> Develop a rewards system that creates a positive mindset and high expectations Communicate with parents and pupils – ensure high profile Ensure the school’s rewards programme supporting the catch up mantra – who is being awarded what? And are your catch-up students part of those rewards? 	<p>Improved attendance and punctuality Reduction in low level disruption in lessons Increased progress and outcomes</p>	?	X		X	X
All	MO	<p>CPD: Department time (where possible every week) -</p> <ul style="list-style-type: none"> For planning the reviewing and re-teaching of subject knowledge free of administrative business Joint planning Reviewing gaps on learning To facilitate ‘Data Driven Instruction’ Planning for re-teaching Developing subject knowledge 	<p>P8 = 0 Achieve whole school targets in EM 4+ & 5+ NEETS reduced.</p>	£0	X	X	X	X
All	MO/SF	<p>Curriculum Ensure departments are using the United learning curriculum to support curriculum delivery and catchup. Ensure all pupils have access and training to allow them to use the United Learning Pupil Facing common curriculum Line management to monitor and support the use of:</p> <ul style="list-style-type: none"> Expert advice/subject advisors Subject overview Resources Knowledge organisers Oak national 	<p>Curriculum gaps are closed rapidly, pupils are secure in key learning. Mid year assessments show 90% working at age related expectations.</p>	Cost of printing knowledge organisers	X	X	X	X

SF	<p>Homework – Increase the use of Chromebooks and high-quality remote teaching materials as they have the capacity to revolutionise homework</p> <ul style="list-style-type: none"> • What and how much we expect children to do and learn out of hours – see example plan below • Set out clear homework expectations for Year 7-11 and track and monitor carefully to ensure all homework issued is meaningful and progresses the learning of the students. • Implement a centralised detention system to help to maximise homework completion and reduce teacher workload • Use formative assessment strategies to identify common gaps in knowledge and develop homework tailored to this. Consider how you can provide support and scaffolding with the homework. • Homework should be focussed on retrieval practice, building long term memory and fluency (principally through self-quizzing from Knowledge Organisers, Hegarty, Seneca) and opportunities for extended writing and independent practice. <p>Suggested homework timetable:</p> <ul style="list-style-type: none"> • Reading programme - Year 7, 8, 9, 60 mins per day, one book per week. Students provided with structured reading tasks- (independent reading, listening, reading aloud) to complete each week. - Students provided with suggested free to access PDF and audio versions of books. • Maths - Students will be set 18 Hegarty tasks (throughout a half term). Tasks will be organised into three 'programmes' for each year group. For example, Y10 will receive a ratio, proportion and FDP course each consisting of six related tasks. Those six tasks will vary in start and end point depending on stream/set. 	<p>Curriculum gaps are closed rapidly, pupils are secure in key learning. Mid year assessments show 90% working at age related expectations. Recall of key facts and knowledge increases to support increased outcomes.</p>	<p>Seneca £2,200</p>		X	X	X
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		<ul style="list-style-type: none"> Knowledge Organisers to be uploaded to Academy website and Microsoft Teams - Self Quizzing Guidance Powerpoint with Voice Over to be shared with students. - 100 Question Knowledge tests, for each subject, to test content in September. Seneca - Subject areas to set year group specific Seneca work using Seneca Premium. 							
Y7-9	JF	<p>Develop Bedrock by:</p> <ul style="list-style-type: none"> Pupils receive allocated lesson time on the effective use and expectations of independent learning through bedrock at home. Pupil engagement is monitored and tracked weekly. Pupils with low engagement are targeted rapidly. 	<p>This literacy improvement tool nationally has increased students' engagement with reading, whilst directly teaching them academic vocabulary. Reading age is above.</p>	£4200	X		X	X	X
All	ME	<p>Seneca gives students access to free and Premium exam board specific courses across 25 subjects. In order to drive Seneca forward in school we need to implement the following:</p> <ul style="list-style-type: none"> Identify Seneca Guru to help teachers and support with troubleshooting. Staff training session to support teachers to get the most out of Seneca. The school online learning lead monitors pupils engagement with Seneca weekly. Pupils are rewarded and non completion is followed up consistently Ensure all pupils know how to access Seneca, have login details and understand the weekly expectations by subject. Ensure all teachers know how to access Seneca, have login details and understand the weekly expectations by subject. Seneca is explicitly linked in subjects schemes of work. Ensure teachers set work regularly following the school homework policy. Ensure the work that is being set by teachers is informed by regular class assessment and links to schemes of work. 	<p>Students have access to smart assignments, bespoke revision materials based on a work completion algorithm, and wrong answer analysis for all subject based exam revision. Staff and students will be able to identify learning gaps and set bespoke homework and revision that covers these gaps. Analysis of students' work then builds over time and interleaved practice and revision is created.</p>	Costed above	X				
					X		X	X	X
						X	X	X	X
						X	X	X	X
						X	X	X	X
						X	X	X	X

		<ul style="list-style-type: none"> • Ensure teachers use seneca monitor progress and automatically set targeted interventions • Use Seneca across all subjects to allow students to get familiar with one platform for all their school work. • Use of class sharing to allow Department Leads/Heads of Learning/SLT to access student-level data. Reported regularly through LM • Half-termly SLT data report for school to be discussed at LM. • Share with parents how they can access their child's progress through the parent account. 				X	X	X
						X	X	X
						X	X	X
						X	X	X
All	MO/SF	Quality assure and RAG SOW to ensure rigorous content, academic challenge, hard work, every second counts – every lesson matters	Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific subject domain knowledge students are not yet secure in. A cycle of plan – do – review will also support leaders' understanding of effective catch up in the classroom. Recall of key facts and knowledge increases to support increased outcomes.		X			
All	RA/SF	QA of Rosenshine, Disruption free teaching and TLAC through learning walks. Use to inform targeted CPD for staff	Quality first teaching remains the single most effective strategy for closing learning gaps. A cycle of plan – do – review will also support leaders' understanding of effective catch up in the classroom.		X	X	X	X
All	AR/DR	Sparx and hegarty <ul style="list-style-type: none"> • Sparx should continue to be the single point homework focus for all year 7 students. The adaptive technology will help identify learning gaps and provide students with 	Students have access to smart assignments, bespoke revision materials based on a work completion algorithm, and wrong answer analysis		X	X	X	X

SEND	GS	<p>SEND Support and teaching:</p> <ul style="list-style-type: none"> Review catchup programme for all pupils with an EHCP individually. Update 6 weekly and review progress registers to include information on remote and in school support – who, when, what. Identify key points for measuring progress and impact Weekly drop in High standards for SEN pupils – CPD, communication Link with trust wide SEND adviser to ensure that SEND pupils are well supported on their return to school. Attend weekly UL drop-in for SENCOs (Thursdays 3-4pm) <p>Use the INTU (Individual Needs Termly Newsletter) to access additional guidance and the EEF guidance included in this newsletter focuses on the needs of SEND students in creating high levels of success and a culture of inclusivity across our schools</p>	Pupils receive targeted support and a personalised approach allowing them to access a broad and balance curriculum and make national or above progress	£0	X	X	X	X
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TARGETED SUPPORT								
Group	SLT	Actions	Intended impact	Cost	RAG			
					HT6	T1	T2	T3
Y10	SW	Establish regular team around the child meetings for Y10 cohort.	P8 = 0 Achieve whole school targets in EM 4+ & 5+ NEETS reduced.	£0	X	X	X	X
Y10	SW	Assertive mentoring is introduced and driven by progress. Pupils who are being mentored are regularly visited in lessons by their mentor to monitor class and homework. Parent communication is regular. Rewards are linked to whole school policy. High attendance is a clear expectation.	P8 = 0 Achieve whole school targets in EM 4+ & 5+ NEETS reduced.	£0	X	X	X	X
Y10	SW	National Tutoring Programme:	Targeted support and catch up for specific students identified as having	?				

		<ul style="list-style-type: none"> Use reliable data to select and inform who is being identified for NTP Plan a clear timescale for the tuition, with clear entry and exit strategies Decide per target group if one to one or small group tuition approaches will be most effective Ensure the work of the tutors is aligned with classroom practice by regular QA sessions and initial meetings with tutors and classroom teachers. The impact of NTP is measured through regular assessments. 	significant gaps in learning due to extended school closure. This will focus on English and maths and support mapped to the UL curriculum.		X			
					X			
					X			
					X			
						X	X	X
Y7-10 identified from data – below expected	MO	<p>Extended school day: Use of chrome books for intervention: Technological gains made during lockdown, e.g. the provision of Chromebooks and our curriculum resources for pupils, mean that remote education can continue for these pupils beyond the school day.</p> <ul style="list-style-type: none"> English/Maths tutor 1:1/small group sessions (targeted students come out of ‘prep’ study periods or Seneca/Hegarty/Sparx periods Seneca/Hegarty/Sparx sessions to support of embedding Sparx/Hegarty/Seneca cultures in schools Attendance to the sessions is monitored and a reward system is in place Targeted attendance to Homework Club 	Targeted support and catch up for specific students identified as having significant gaps in learning due to extended school closure. This will focus on English and maths and support mapped to the UL curriculum.	£0	X	X	X	X
Y6 & Y7 identified from data – below expected	LE/JTR	<p>Summer school</p> <ul style="list-style-type: none"> One week targeted provision for pupils joining Year 7 in September 2021 (or for a different group, if identified need is greater) Combine academic catch-up (usually focused on the core) with additional activities, such as sport, art, drama, team activities, games etc. 	Pupils below age related expectations receive targeted support and 70% are at the expected standard by the end of yr.	?				
Y7, Y8 & Y9	MO	<p>Direct instruction (specialist teachers)</p> <ul style="list-style-type: none"> Continue direct instruction groups in English Establish direct instruction groups in Maths 	Pupils below age related expectations receive targeted support and 70% are	Resources 1 x HLTA salary	X		X	X

identified from data		<ul style="list-style-type: none"> Progress is monitored half termly CPD for all staff delivering DI Lessons are timetabled Pupils are identified through NGRT and DI initial assessments 	at the expected standard by the end of yr.	+ £1k for training supply etc.	X X X			
Y7-11 pupils in AP	AS	<p>Check on the progress and well-being of students in Alternative Provision. Have they returned to school and accessing a suitable educational offer? Take ownership of this group and track progress and attendance as you would any other 'in school' group.</p> <p>Schedule 1:1 meetings with an assigned member of staff to agree milestones and track progress</p>	P8 = 0 Achieve whole school targets in EM 4+ & 5+ NEETS reduced.	£0	X	X	X	X
Y7-9 well below reading age	RA	NGRT assessments are undertaken, these provide an accurate baseline and are used to establish phonics intervention groups. Progress to be monitored and reviews by midyear UL assessments and end of yr NGRT retest.	Pupils below age related expectations receive targeted support and 70% are at the expected standard by the end of Y7.	NGRT £1000 Phonics £6500	X	X	X	X
Y7-11 identified pupils below in ma/en	MO	Additional adults Identified pupils to be matched with an additional adult in the classroom, such as an academic mentor, united teach, extra capacity in staffing, teaching assistant . Ensure additional member of staff has diagnostic information regarding gaps in learning and future aspirations. Agree a clear assessment and feedback plan with tutor, pupil and school. Attendance to sessions is monitored.	Targeted support and catch up for specific students identified as having significant gaps in learning due to extended school closure	£24000 (1 x additional/over capacity)	X	X	X	X
Y11	SW	Half Term School is timetabled and delivered by subject specialists. Sessions are focussed masterclasses on key learning/vocational units missed due to lock down. Planning of the sessions is QA by UL subject advisors and impact measured through low stakes assessments. Attendance to the sessions is monitored and a reward system is in place	Targeted support and catch up for specific students identified as having significant gaps in learning due to part bubble closures and self isolation.	£5000		X	X	X
Y11	AR	Form groups to be broadly based on ma/en ability so interventions and additional fluency/retrieval practice can be	Recall of key facts and knowledge increases to support increased outcomes. Additional curriculum time	£0	X	X	X	X

		delivered by subject specialists. Pupils are also given support to remote CEAIG through form time to support next steps.	is provided to close significant gaps through lockdown. A formative assessment cycle will support the catch up planned in these groups.					
Y11	AR	After school P6 in all subjects is timetabled and delivered by subject specialists. Sessions are focussed masterclasses on key learning missed due to lock down. Planning of the sessions is QA by UL subject advisors and impact measured through low stakes assessments. Attendance to the sessions is monitored and a reward system is in place	Targeted support and catch up for specific students identified as having significant gaps in learning due to extended school closure.	£2000 (Snacks, rewards etc)	X	X	X	X

WIDER SUPPORT								
Group	SLT	Actions	Intended impact	Cost	RAG			
					HT6	T1	T2	T3
Y7-11	LE	<ul style="list-style-type: none"> Establish a co-curriculum timetable to re-engaging children in education, through sport (karate), the arts, cooking, team activities etc arising from the Aspirations programme. Y7 Arts project – creative minds – all pupils attend one day Ensure all pupils attend a minimum of one activity per week that is targeted. Identify and target pupils so that those most in need benefit from this provision. Ensure all activities and attendance are logged on Aspire Provide half termly updates per year group and micro population Communicate activities effectively with parents and pupils 	Support pupils' successful return to mental, physical and emotional, as well as academic health.	TLR2b payment for Aspire Co-ordinator	X	X	X	X
Y7-11	CSC	<p>House System</p> <p>Re-engaging children in education through a culture of restored confidence, love of learning, hard work, success through a range of activities to engage all students.</p>	Support pupils' successful return to mental, physical and emotional, as well as academic health.	?	X	X	X	X

Y7-11	RS	Pastoral Support <ul style="list-style-type: none"> Car leased to support regular home visits. Monitor weekly the impact of a home visits on next day and long term attendance figures. Calling cards to be implemented 	Increased attendance. Reduce PA	?	X			
Yr 11	RS	Emotionally Friendly School <ul style="list-style-type: none"> Complete action plan with EP Service Deliver the plan to staff and students across school.	Achieve Emotionally Friendly School Mark, which will more importantly mean we that the all our communities emotional health and well being needs.	£2000	X	X		
Y10/11	SW	A well being/motivational speaker is booked to deliver 2 x sessions (Oct & Jan).	Inspire and motivate pupils engagement in school and home school learning. Raise aspirations for further education	£1500			X	
7-11	SW	School Counselling Programme: <ul style="list-style-type: none"> Identify provider and agree SLA to extend school counselling programme to two days a week Plan and implement referral triage Evaluate impact by individual student and cohort	Improve the well-being of students so that they are able to manage their emotions, grow in esteem and are able to access learning.	£10000				

ATTENDANCE and BEHAVIOUR

Attendance

Group	SLT	Actions	Intended impact	Cost	RAG			
					HT6	T1	T2	T3
7-11	RS	First Day Absence Response: <ul style="list-style-type: none"> Add the capacity of the behaviour team to make first day response calls by 10:00am. Micro script the procedures of who does what, when and how in the golden hours from 8am to 10am. Provide training to the behaviour team so that make calls effectively. 	Ensure that every students absence is accounted for every day. Increase the breadth of staff that challenge attendance of specific students. Improve overall attendance.	£5000	X			
					X			
					X			

7-11	CC	<p>Tracking and Analysis of Attendance:</p> <ul style="list-style-type: none"> • Re write the school's attendance matrix so that it gives weekly pupil level data linked to live feeds from Arbor. • Arrange fortnightly meeting for each year group with key stakeholders to analyse every student's attendance and action. • Link daily attendance, attendance to lesson, prior attainment, progress data and behaviour. Identify target cohort and deliver support. 	<p>More accurately track and intervene on a pupil level basis. Increase the breadth of staff that challenge attendance of specific students. Improve overall attendance, reduce PA.</p>	£0	X	X	X	X
7-11	RS	<p>Launch and deliver Staged Approach:</p> <ul style="list-style-type: none"> • Identify key actions and responsibilities against attendance thresholds linked to work flows for key staff, eg, Form Tutor, HoL, PSM, Attendance, SLT etc. • Launch and train staff. • Audit the implementation and the effectiveness of the process. 	<p>Increase the breadth of staff that challenge attendance of specific students. Improve overall attendance.</p>	£0	X			
7-11	RS	<p>Persistent Absence: Each half term:</p> <ul style="list-style-type: none"> • Identify PA North cohort then: <ul style="list-style-type: none"> ○ Inform parents at start of half term. ○ Offer targeted rewards to key plays ○ Track progress on a weekly basis and send nudge texts. • Evaluate and refine the PA South cohort: <ul style="list-style-type: none"> ○ Which student's attendance has improved so that they graduate to PA North. ○ Which students support is not proving effective and needs to be refined. ○ Which students should be offered targeted rewards. 	<p>Reduce the number of students that are judged as PA and increase overall attendance.</p>	£2000	X	X	X	X
7-11	CC	<p>Punctuality:</p> <ul style="list-style-type: none"> • Hold punctuality assembly, to narrate its importance and the consequences of lateness, in school in terms of its 	<p>Reduce lateness and improve punctuality so that the vast majority of students are on time and understand its importance.</p>	£150	X	X	X	X

		<p>impact in causing disruption to learning, sanctions in place but also its importance as a life skill.</p> <ul style="list-style-type: none"> Plan punctuality focus weeks where being on time is pushed by the whole school. In the June half term each HoL identifies a punctuality focus group of no more than twenty students who are commonly late, then intervene with comms home, close monitoring and weekly detentions so that they become punctual. At the end of term evaluate and refine strategy for the coming term. 			X			
					X			
					X	X	X	X
Y7-11	RS	<p>Home Visits</p> <ul style="list-style-type: none"> Adjust Risk assessment for (lone working) for home visits. Lease car to increase support regular home visits. Monitor weekly the impact of a home visits on next day and long term attendance figures. Calling cards to be implemented. 	Increase the capacity to work with parents and improve attendance.	£4500	X	?	?	?
					X	X	X	X
					X			
Yr7-11	CC	<p>Rewards:</p> <ul style="list-style-type: none"> Plan Rewards schedule where excellent attendance is recognised at the end of each half term. Plan and deliver school wide attendance competition. Each half term use data so that are rewards are agile and link to key levers for improvement on a: <ul style="list-style-type: none"> Individual or cohort basis Across School 	<p>Improve the profile of attendance so that its importance is valued and understood by students.</p> <p>Improve both the overall attendance, at specific thresholds and within certain cohorts.</p>	£2000	X	X	X	X
					X	X	X	X
Behaviour								
Group	SLT	Actions	Intended impact	Cost	RAG			
					HT6	T1	T2	T3
7-11	RS/CC	<p>Express and reset clarity of expectation:</p> <ul style="list-style-type: none"> At the start of term re-set behaviours by training staff and students in the purpose of existing routines: 	Educate all students on the importance of good behaviour.	£0	X	X	X	X

		<ul style="list-style-type: none"> ○ Use CPD and Assemblies to share them. ○ Plan time to physically practice the routines. ● Be progressive by planning the implementation of further routines targeted at reducing disruption and creating a calm purposeful environment: <ul style="list-style-type: none"> ○ Mid-point of half term evaluate needs and plan implementation ○ Next half term deliver training. ○ Rigorously lead staff so that they are both bothered and present. 	<p>Reduce disruption by having common routine that set a standard of behaviour that is clear to students and staff, in so doing increase staff encourage, challenge and correct behaviour.</p> <p>Reduce disruption and improve the quality of the school environment so that it is calm and purposeful.</p>		X	X	X	X
7-11	RS/CC	<p>Increase the Pro-activity of the Behaviour Team:</p> <ul style="list-style-type: none"> ● Recruit additional members of staff to increase capacity. ● CPD: <ul style="list-style-type: none"> ○ What is a good a day, week? ○ What must I do, Where should I be to effectively uphold this principal. ● Create a bespoke diary and use it to rigorously support the daily/weekly work of the PSMs through line management ● Evaluate and address further training needs. 	<p>Improve the engagement in learning of key students.</p> <p>Reduce disruption and improve the quality of the school environment so that it is calm and purposeful.</p>	£0	X	X	X	X
7-11	RS	<p>Introduce Work Flows in Arbor to ensure certainty of follow up.</p> <ul style="list-style-type: none"> ● Behaviour Types in Arbour: <ul style="list-style-type: none"> ○ Re-evaluate to ensure they are fit for purpose. ○ Identify three levels of actions that should be assigned to each behaviour type. ○ Assign behaviour types to staff by severity and frequency. ● Deliver CPD to staff so that are clear in how they follow up and in what timescale. ● E-mails to staff and comms home to parents is set up to support. 	<p>Improve the engagement in learning of students.</p> <p>Reduce disruption and improve the quality of the school environment so that it is calm and purposeful.</p>	£0	X	X	X	X

7-11	RS/CC	<p>Reduce Disruption through rigorously analyse behaviour: The behaviour manager and SLT evaluate behaviour data, then:</p> <ul style="list-style-type: none"> • Set targets for C2s each year group for the upcoming Half Term, which the PSM works towards through identifying hot spots, supporting key students: comms with home, report cards, detentions etc. • Evaluate the impact of the students on or close to a 5% plan and take appropriate action. • Plan collective action such as educational assemblies, interventions, refinement of routines. • Support teachers who encounter a high level of challenge in the classroom by intervening with specific students and bespoke CPD. • Track punctuality to lesson data and ensure that it is factored in to causes of disruption as detailed above. 	<p>Improve the engagement in learning of key students.</p> <p>Reduce disruption and improve the quality of the school environment so that it is calm and purposeful.</p>	£0	X	X	X	X
7-11	LE/SW	<p>Parental engagement and support:</p> <ul style="list-style-type: none"> • Y10 Engagement afternoon for all students-Be year 11 ready: <ul style="list-style-type: none"> ○ Collate Data on each students, width to include: targets, current position, ATL, Disruption of Learning data, punctuality, attendance, standards (uniform shoes). ○ Identify key cohorts of students to be seen by key staff, for example SLT, HoF (Maths/Eng), Attendance etc. ○ Rigorously track attendance to ensure 100% engagement, conduct home visits if necessary. • Y9 Engagement Evening for targeted students-Be GCSE Ready: <ul style="list-style-type: none"> ○ Collate Data on each students, width to include: targets, current position, ATL, Disruption of Learning data, punctuality, attendance, standards (uniform shoes). 	<p>Improve the engagement in learning of students.</p> <p>Reduce disruption and improve the quality of the school environment so that it is calm and purposeful.</p>	£0	X		X	

		<ul style="list-style-type: none"> ○ Identify key students to be seen by key staff, for example SLT, HoF (Maths/Eng), Attendance etc. ○ Rigorously track attendance to ensure 100% engagement, conduct home visits if necessary. ● Y7/8 Joint Engagement Evening for targeted students, school ready: <ul style="list-style-type: none"> ○ Collate Data on each students, width to include: targets, current position, ATL, Disruption of Learning data, punctuality, attendance, standards (uniform shoes). ○ Identify key students to be seen by key staff, for example SLT, HoF (Maths/Eng), Attendance etc. ○ Rigorously track attendance to ensure 100% engagement, conduct home visits if necessary. ● Transition Evening. 						X				
7-11	LE	<p>Aspirations and Experience:</p> <ul style="list-style-type: none"> ● Audit Aspire to identify gaps and opportunities to be fulfilled. ● Plan calendar/schedule of: <ul style="list-style-type: none"> ○ Assemblies ○ Experiences by year group. ○ PP Pupil Pledge activities. ○ Co-Curricular offer. 	Improve the engagement in learning of students and raise their aspirations.	£5000				X	X			