



Academic Intervention Strategy 2020-21

Named personnel with designated responsibility for Academic Intervention

Academic year	Designated Senior person	Designated Deputy Senior person	Nominated Governor	Chair of Governors
2020-21	Leanne Lee Kate Baker	Harminder Brom (Secondary) Fred Mitting (Primary)		David Gould

Strategy review dates

Review date	Changes made	By whom

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1 INTRODUCTION

Against the backdrop of a national lockdown and a considerable amount of time away from formal schooling, the need for academic intervention has never been greater. This intervention strategy is based on the Education Endowment Foundation’s guide “The EEF Guide to Supporting School Planning: A Tiered Approach, 2020-21,” which recommends focusing on:

1. High quality teaching for all
2. Targeted academic support
3. Wider strategies

Further information about these strategies are detailed below.

2 FUNDING

Financial year 2020-2021

Summary information					
School	Ark Victoria	Academic Year	2020-21		
Total Academic intervention budget	£124,240	Date of most recent review		Date for next internal review of this strategy	

3 EVIDENCE OF WHAT WORKS

The Education Endowment Foundation’s recommendation is to focus on a smaller number of strategies which are more likely to have a positive impact. The first strand of strategy will be to ensure that pupils receive high quality teaching, as the research states that high quality teaching for all pupils is one of the most effective strategies to improve pupil outcomes. This is an essential element of daily school life, but now holds even more significance with the amount of time that pupils have spent away from school.

Diagnostic assessments and an increase of low stakes testing allows teacher to identify gaps in knowledge and plan to close these gaps.

The second strand focuses on targeted academic intervention, and the research conducted by the Education Endowment Foundation states that such targeted intervention can have a positive impact on learners across a broad spectrum of ability. However, the planning (e.g. timetabling), delivery method (e.g. how many pupils in an intervention group) and review of targeted academic interventions is essential to its success.

The third strand is broader as it encompasses wider, non-academic strategies that may reduce the barriers that children face which prevent them from achieving academic success in line with their peers. While the Education Endowment Foundation states that there is not a large body of evidence which supports the effectiveness of particular strategies, it recommends having a focus on attendance and communication with stakeholders such as parents.

4 STRATEGIES

Primary Phase					
1. High quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High quality planning for all subjects in every year group	CPD on the backwards, co-planning approach	High quality planning is crucial, without it, good teaching and learning cannot occur. Well planned lessons will help pupils close gaps in their knowledge and skills	High quality training delivered to HOY as a workshop to ensure process is clear and staff have a deep understanding of rational and process to disseminate training to year group. Subject leaders to monitor quality of planning, feedback to SLT and put support in place where needed.	KB	14/12/20
Reading lessons enable pupils to make accelerated progress and all pupils to read at their chronological age	5 members of SLT/MLT attending all TEN sessions this year. Training disseminated to all staff throughout the year.	All pupils need to have a good enough level of reading to access the full curriculum. Reading is fundamental to future academic success. Any changes to the reading curriculum should be carefully considered and based in current research	Regular meetings held after each session to discuss plan for implementation. CPD for all staff to disseminate information and improve quality of provision for all pupils, with a focus on the lowest 20% of readers in each class ensuring all children are able to, or are making good progress towards, begin able to read at their chronological age. Monitor impact of strategies introduced. Support in place where need identified.	KB/RJ	Spring term
Assessments are used accurately to identify gaps in pupils' knowledge and skills	HOY supported to redesign the curriculum for their year group in light of missed learning and non negotiables. Training for staff on use of assessment and how to use this to inform their planning. Introduction of whole class feedback model	It is vital to identify and address gaps in pupils' knowledge and skills in order to prevent cumulative dysfluency in the future.	Monitor the quality of the curriculum which has been redesigned in light of missed learning. Monitor planning to ensure evidence of adaptations based on assessment data gathered e.g. QLA, pre and post unit quizzes Train staff on whole class feedback model; SLT to monitor and evaluate impact of this.	VT/KB/BW	Termly

	Use of low stakes testing / pre and post unit quizzes.				
Teaching will be proficient in every classroom to ensure gaps are closed quickly	Great Teacher Rubric observations and coaching through feedback for all teachers	<p>The quality of teaching children receive is the most significant factor in how quickly they make progress and gaps can be closed</p> <p>We need to eliminate any variance in the quality of teaching to ensure effective, high quality teaching in all classes, which will ensure at least strong progress for all pupils, with those identified as needing to catch up making sustained progress</p>	<p>All evaluators will be trained on the new GTR. Observations will be paired to validate judgements.</p> <p>The process will be launched carefully to ensure buy in from staff.</p> <p>Trends will be identified across the school and CPD differentiated accordingly</p> <p>Peer observations will be organised to share the best practice across the school</p>	KB	Spring 2
	Coaching for attempting/foundational teachers		<p>Experienced members of the MLT and SLT to lead coaching.</p> <p>Use of SINIDI and scope and sequence to align action steps and ensure impactful practice</p> <p>All ECTs to complete weekly Steplab training, which links to their action step</p>	KB	14/12/20
	Leadership coaching for identified HOY and subject leads	<p>Professional development delivered will include CPD sessions; peer observation through lesson study; coaching and mentoring and co-planning. These things are said to be effective in the Teacher Development Trust research review on professional development</p> <p>FFT have concluded the earlier gaps are addressed the more impact on pupil achievement.</p>	<p>Dedicated weekly time slot to ensure impact.</p> <p>Use of leadership rubric to lead training/conversations where appropriate</p>	VT/KB	14/12/20

		Accelerated progress in EYFS has a direct link to GCSE results			
					Total cost

Primary Phase					
2. Targeted academic support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To close the attainment gap for pupil premium children in year 6	Action Tutoring for 38 children on Wednesday and Thursday morning	4 th year of using Action Tutoring. Pupils have previously made good progress and have gained confidence working in a one to one environment	Regular contact with the facilitators. Teachers baseline children and assess over time. Staff member to monitor and oversee sessions.	CYU	Termly
To increase the amount of children working at the expected level in Maths in year 6	3 rd Space Learning for 24 children each week	3 rd Space Learning impact reports say that children make 7 months progress in 14 weeks. One to one teaching by experienced Maths teachers. A wealth of additional resources now available to teachers	Children diagnostically tested before each topic and half termly reports are given to class teachers. Data fed back to school frequently and measured against a baseline	FMI	Termly

To increase the number of pupils working at ARE in Year 6 and ensure gaps in learning are identified and addressed	Revision guides	Revision materials will ensure pupils have the chance to practise and embed knowledge and skills at home.	Year 6 staff will strategically plan the use of the revision guides. They will teach the children how to use them effectively and hold a parent workshop to share strategies with parents too.	FMI	Termly
To allow children in reception to year 2 to be able to embed phonetic knowledge through practise at home.	Home reading books linked to children's phonics groupings.	Children increase phonics ability with opportunity to keep practising key sounds. The ability to do so from home would be invaluable, especially in the chance of a bubble isolating	Each class will be allocated a set of readers matched to the phonics level of the children. Parent workshop will be held to introduce new home readers and show parents how they can support with reading at home..	RJU	Termly
To help the progress of the pupils who have not made sufficient progress towards ARE in year 5	Rukhsana Bibi employed as an intervention teacher	Experienced, high quality teacher with proven impact. Has previously done a similar job in year 6 to a very high standard, ensuring great progress for the children	Learning walks, co planning with the year group, monitoring of books and feedback folder, pupil voice	FMI/JLE	Ongoing
To improve the chronological reading age of pupils in Y1 – 4..	Lightning Squad reading	Developed by Fisher Family Trust, the research conducted says that children who take part make 5 months progress in 12 weeks of half hour sessions	Online reports, regular data updates and more are provided for teachers and school leaders. The organisation run a rigorous monitoring schedule for their own tutors	RJU	Termly
Improve student outcomes in KS2 by providing them with a personal device to use for school work	Use of device will support learning in school (e.g. pre/post unit quizzes), extend learning time with high quality remote learning using SeeSaw for homework.	All pupils can access remote learning to ensure no pupil is disadvantaged by lack of device. Extending learning time will improve outcomes.	Children, parents and teachers to be trained on the school remote provision Introduction of SeeSaw.	RWA	Termly
				Total cost	£42,640 (excluding devices)

3. Wider strategies					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All staff are aware of the rise in number of children struggling with their mental health and can identify and support vulnerable children.	Mental health training for all staff Mentoring / counselling for identified pupils	Children from low-income families are 4 times more likely to experience mental health problems than children from higher-income families In primary schools, 1 in 10 children have a mental disorder Increase in number of concerns	AHT for inclusion to monitor the well being of all pupils, supporting staff to ensure strategies are implemented in the classroom. Well being of identified vulnerable pupils discussed in weekly meetings and all key staff made aware.	KBN	Termly
Improve attendance rates	Regular communication with parents to ensure any anxieties are addressed. Individual parent meetings Support for individual families	Higher overall absence leads to lower academic achievement	Weekly tracking of attendance for all key groups. Identified pupils who are a concern, attendance discussed in weekly meetings to ensure strategies put in place are having a positive impact.	KBN	Termly
				Total cost	£17500

Secondary Phase					
1. High quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Professional development allows all teachers to improve their practice and revisit key elements such as routines.	Offer bespoke training for each teacher which allows them to focus on areas for development. Domain-specific CPD offered for all teachers and led by Faculty Directors/Subject Leads. Time given for staff to re-visit key routines and implement amended practice due to Covid-19.	Key elements will need to be re-visited after a period away from school to ensure that routines are established, and that teachers have time to embed new routines in place because of Covid-19 (re-visiting key ideas rather than simply front-loading). This is recommended by the EEF's guide Putting Evidence to Work: A School's Guide to Implementation. Targeted PD ensures that all teachers have support to develop.	Monitor through SLT/Faculty Director meetings Observe training delivered by Faculty Directors Observe coaching sessions Evaluations from training inform future training and CPD sessions	LLE	Termly: Dec 2020 March 2021 July 2021

A clear plan and provision for Early career teachers ensures that they are ready to return to the classroom.	Follow Ambition Institute's ECT training programme.	The Training programme is a comprehensive programme which allows teachers to access research, see good practice, receive coaching and feedback, and to reflect on their practice.	Monitor through SLT/Faculty Director meetings Observe training delivered by Faculty Directors Observe coaching sessions	HMO	Termly: Dec 2020 March 2021 July 2021
High quality planning leads to strong outcomes for pupils.	Use a consistent approach to co-planning which can be used across the phase. Share model with Faculty Directors and coaches. Show good practice to leaders. Observe planning sessions.	High quality planning is an essential element of high quality teaching. Carefully-planned lessons will help teachers to close gaps in pupils' knowledge and skills.	Monitor through SLT/Faculty Director meetings Observe planning sessions delivered by Faculty Directors and give feedback Share good practice SENDCO to support with strategies for differentiation etc. via weekly bulletin and specific training sessions	LLE/HMO	Half Termly: Dec 2020 February 2021 March 2021 May 2021 July 2021
Monitoring of and feedback for the quality of teaching and learning improves pupils' experience in the classroom.	Great Teacher Rubric observations, coaching and feedback and learning walks for all teachers.	The quality of teaching is one of the biggest levers to improve pupil outcomes. We need to strive for less variance in practice among teachers to ensure that students experience high quality lessons across the day, subjects etc.	Use Monitoring and Evaluation cycle to quality assure lessons Joint lesson observations Learning walks Checking pupils' books Student voice SENDCO to support with monitoring of quality first teaching when differentiating for pupils with SEND	LLE	Half Termly: Dec 2020 February 2021 March 2021 May 2021 July 2021
Teachers develop their understanding of assessment, including diagnostic assessments.	Lead training on diagnostic assessments and how to use to inform planning. Identify non-negotiable knowledge for each year group. Ensure that curricula are adjusted. Share good practice.	There is a greater need or diagnostic assessments to assess the impact that Covid-19 school closures may have had on pupils. (EEF)	Joint lesson observations Learning walks Checking pupils' books Checking planning Student voice	LLE/HBR/ HMO	Half Termly: Dec 2020 February 2021 March 2021 May 2021 July 2021

	Ask teachers to feed back what further support is required.				
Remote provision ensures that pupils do not miss valuable learning.	<p>Deliver training on remote teaching.</p> <p>Re-visit strategies and use of packages e.g. MS Teams.</p> <p>Share good practice.</p> <p>Ask teachers to feed back what further support is required.</p> <p>Train pupils on how to use.</p> <p>Run parent workshops.</p> <p>Offer printed booklets for pupils without devices.</p>	Minimise the impact of further school closures, or pupils/staff shielding and self-isolating on learning time.	<p>Teachers monitor engagement and quality of work and update tracker.</p> <p>Faculty Directors monitor tracker for teams.</p> <p>Faculty Directors are on MS Teams and monitor the lessons.</p> <p>Faculty Directors feed back to SLT links in meetings.</p>	LLE/HBR	<p>Half Termly: Dec 2020 February 2021 March 2021 May 2021 July 2021</p> <p>When a bubble bursts</p>
				Total cost	

Secondary Phase

2. Targeted academic support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Identify students who are below their chronological reading age so they can receive reading support	Each student will take a NGRT test to identify their SAS and their current chronological age. This will provide teachers with data to help support students in lesson through (support planning too?) targeted support or intervention sessions	Reading is a foundational skill that students need to have to be able to access content in any subject. If students are struggling with reading, this will impact their progress in all subjects	HBR to organise all NGRTs and monitor completion Catch up sessions planned for students who are self-isolating or new to the school to ensure teachers have the latest data for all students Reports to be shared with head of subjects so they can share with their team All teachers to use reports when planning to ensure relevant in class interventions are being used to support students	HBR	Nov 2020
Improve students' chronological reading age through GTA led interventions, after school interventions and sessions with external providers (PET-XI)	NGRT data has been analysed and groups of students have been identified who need additional support to ensure they can improve their reading ages. HBR and NMC identified students who are SEND or low ability who will have support from the TAs and SENDCo Assistant. HBR and PSI identified students who need additional support in form time or PD from the English GTA. HBR and PSI identified students who will need support through after school interventions	Reading is a foundational skill that students need to have to be able to access content in any subject. If students are struggling with reading, this will impact their progress in all subjects. To ensure all groups of students are catered for, the SENDCO will coordinate interventions for SEND students and those with SAS under 70. Students with SAS of 70 to 90 will have support from the English GTA and after school intervention with teachers and external providers	Carry out another NGRT assessment to see impact of intervention Regular meetings with NMC and PSI to discuss interventions and impact on student progress PSI to support English GTA with strategies around reading to ensure GTA can maximise intervention time with students Train staff on how to use reports and strategies around how to support students with reading Monitor provision delivered by external providers to ensure it is effective and students are engaged	HBR/NMC/PSI	Dec 2020
Improve outcomes in KS4 English and Maths due to loss of GCSE time by using graduate TAs	Maths Graduate TA hired by centre and English Graduate TA hired by the school to do small group work with key groups.	The EEF guidance around a tiered approach to academic intervention discusses how targeted intervention through small group work linked to	GTAs to work with class teachers to understand what content is being covered and what the outcomes of the lessons need to be GTAs to have time to co-plan with class teachers to ensure their intervention links to the lesson	HBR	Dec 2020

	Students will be identified after data drops and diagnostic quizzes. GTAs will then work with small groups of 4-6 students to help close gaps identified from assessments	classroom teaching consistently leads to positive outcomes. Using this intervention for a period of time with selected students will help close gaps quicker.	1 to 1 meeting with HBR each week to discuss student progress and intervention strategies Coaching sessions and learning walks on a regular basis to provide support and guidance to GTAs		
Improve outcomes for year 11s in all subjects by using interventions with subject teachers	Subjects leads have identified students in each subject who have gaps in knowledge from year 10s. Each teacher identified 8 to 10 students who would have intervention from 15:15 to 16:15. Interventions are on different days of the week for each subject	The EEF guidance around a tiered approach discusses how small intervention groups can have a positive impact on student outcomes. Each group has been kept small to ensure the teacher can provide specific support in these sessions to students to ensure gaps are closed.	Intervention lists shared with all staff so they know where students should be each day Subject leads to review the intervention session and how teachers will ensure gaps are closed Monitor attendance and contact parents of students with poor attendance Diagnostic quizzes used to show gaps are closing and this is used to plan the next session	HBR	Dec 2020
Improve outcomes in Year 11 English and Maths using Action Tutoring	20 students have been identified in English and Maths (10 in each subject) to have tutoring from Action Tutoring. Each tutor will be placed with two students to ensure each session is focussed and provide support throughout to these students	The EEF guidance around a tiered approach to academic intervention discusses how targeted intervention through small group work linked to classroom teaching consistently leads to positive outcomes. Action tutoring have mapped out their interventions in liaison with the head of Maths and English to ensure students are being targeted in the right areas.	HBR, DCO and AMD to reviewed content being delivered for the current cohort to ensure key gaps in knowledge are being addressed Year 11 student support manager to collect students for each session to ensure 100% attendance Drops in carried out by HBR and RST to ensure sessions are running smoothly Regular meetings with programme co-ordinator to see what can be improved and any issues Assessments carried out at certain points to see progress of students	HBR	Dec 2020
Improve outcomes in Year 11 Geography, History and French	21 students will be identified after the mocks from each subject to receive tutoring in these subjects from Fleet Tutors Tutors will work with 3 students.	According to the EEF guidance, tuition is most impactful for those from a disadvantaged background or who are low attaining. As such, this will be an effective strategy for EBACC subjects. Due to loss of time, it is important that students are given support to improve in these subjects as they require	Subject leads to meet with programme co-ordinator to liaise in regards to what should be taught in interventions Year 11 student support manager to collect students for each session to ensure 100% attendance Drops in carried out by HBR and RST to ensure sessions are running smoothly Regular meetings with programme co-ordinator to see what can be improved and any issues	HBR	TBC

		the practising of key skills. Tutors will work with 3 students which will ensure students are given a lot of support which will improve their outcomes	Assessments carried out at certain points to see progress of students		
Improve outcomes in Year 11 Science	24 students will be identified after the mocks for Science who will receive tutoring from CoachBright.	According to the EEF guidance, tuition is most impactful for those from a disadvantaged background or who are low attaining. As such, this will be an effective strategy for Science. Due to loss of time, it is important that students are given support to improve in these subjects as they require the practising of key skills. Tutors will work with 3 students which will ensure students are given a lot of support which will improve their outcomes	Subject lead to meet with programme co-ordinator to liaise in regards to what should be taught in interventions Year 11 student support manager to collect students for each session to ensure 100% attendance Drops in carried out by HBR and RST to ensure sessions are running smoothly Regular meetings with programme co-ordinator to see what can be improved and any issues Assessments carried out at certain points to see progress of students	HBR	TBC
Improve student outcomes in year 11 by covering revision strategies and working on student motivation	Work with positively mad to deliver workshops to year 11 around revision and student motivation. The learning to learn programme can then link to this to support student long term	Evidence shows that students who are shown revision strategies and how to use them, generally perform better in exams. Positively mad have experience of delivering these work shops and engaging year 11 students to ensure they know how to revise and are motivated for the exams. Due to students being off for a period of time, it is important to ensure they are motivated and engaged in these uncertain times.	Arrange workshops with positively mad Form teachers to also attend the sessions to see content HBR to work with form teachers to ensure the skills covered in workshop are gone over in form Ensure event is advertised to maximise attendance on those days	HBR	TBC
Improve student outcomes in year 11 by providing revision materials	All students will be provided with revision materials including flash cards and folders to ensure they have the right equipment to revise	Students have not been shown strategies on how to revise due to the loss of time in 2019-2020 academic year. To support students, we will provide them with revision materials and	Learning to learn programme delivered on Thursdays Revision techniques covered in assemblies on Monday morning Revision materials given to each student and parents at parents evening	HBR	Ongoing

		show them different strategies to help them revise. This will help them understand how to revise and make revision more manageable.	Workshops run with parents to show how to use revision materials.		
Improve student outcomes in KS4 by providing them with a personal device to use for school work	Due to the focus on online learning, it is important that students have a device they can work on so they can access the school resources and other resources such as GCSEPOD to support with their revision	Students will be able to continue to study if they are off ill or in a lockdown. This means no students will be disadvantaged as they can all access the materials online	Students, parents and teachers to be trained on the school remote provision PD sessions for students in year 10 and 11 to help them understand digital literacy Online resources signposted on the school website to support with revision Subjects specific websites shown in lessons to provide support students with revision	HBR	TBC
Improve outcomes in Year 7 English and Maths using Action Tutoring	20 students will be identified in English and Maths (10 in each subject) to have tutoring from Action Tutoring. Each tutor will be placed with two students to ensure each session is focussed and provide support throughout to these students	The EEF guidance around a tiered approach to academic intervention discusses how targeted intervention through small group work linked to classroom teaching consistently leads to positive outcomes. Action tutoring will liaise with the head of Maths and English to ensure right gaps are being targeted	HBR, DCO and AMD to reviewed content being delivered for the current cohort to ensure key gaps in knowledge are being addressed Year 7 student support manager to collect students for each session to ensure 100% attendance Drops in carried out by HBR and JCU to ensure sessions are running smoothly Regular meetings with programme co-ordinator to see what can be improved and any issues	HBR	TBC
Provide a device to all students in years 7 to 11 to ensure continuity and equity in learning for all and to improve their digital literacy and independent learning	Phase 1: Autumn 1.1 all students in Y10 and Y11 to receive a laptop, alongside those students in secondary phase without a laptop, identified as vulnerable or shielding Phase 2: Autumn 1.2 all students in KS3 without a device to receive a laptop Phase 3: Spring 2.2 all remaining students in KS3 to receive a laptop			HBR	October 2020 November 2020 January - March
Year 11 students to be able to revise effectively using	All students in year 11 are to be given a revision pack	Students have missed out on sessions around revision	HBR and DRI to create revision packs for students	HBR	TBC

resources provided by the school	which will have basic equipment, folder for notes and items such as flashcards to allow them to revise	strategies and the working memory so it is essential this is covered and they have the resources to help them revise effectively which will lead to stronger outcomes for the students	HBR to deliver sessions around revision and working memory to students Train form teachers so they can do recap sessions around revision Form teachers to check revision notes and encourage flash cards to be used in lesson		
SLT to raise awareness of GCSEs, careers and next steps through PD sessions with year 11s	SLT to deliver PD on rotation once a half term to each form in year 11 around behaviour, careers, results and their future to ensure they are motivated and focussed	Research shows students who are motivated and focussed have stronger outcomes so it is important to keep them focussed and engaged	ABR to co-ordinate sessions with SLT SLT to plan workshops and share slides with ABR SLT to ensure they are free for those PD sessions	ABR	TBC
Subject specialist resources are provided which has a positive impact on pupil outcomes.	Ask Faculty Directors to consider essential items for students e.g. revision guides. Identify the most effective spend of money and purchase items Monitor use of items and the impact on student progress/ engagement	A lack of essential resources may mean that pupils cannot access aspects of the curriculum, or complete work to the best of their ability.	Faculty Directors to monitor impact of resources through teacher feedback, student feedback and parent feedback.	HBR	Termly
				Total cost	<input type="text"/>

Secondary Phase

3. Wider strategies

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Rewards programme ensures that pupils remain engaged and motivated with their learning.	Survey what could be included as rewards. Build into existing rewards programme. Highlight successes during assemblies, end of term events etc.	Motivation is essential for metacognitive skills to develop. Pupils need to remain motivated, feel success and feel that their efforts are acknowledged and are being valued. Rewards will celebrate successes of pupils, and encourage others.	Weekly sharing of rewards data Student voice Student Council feedback	MLA/VCH/ ABR	Half Termly
Improved attendance rates and reduced persistent absence.	Continue to communicate with parents to ensure that pupils are attending school. Identification and swift intervention for pupils with persistent absence. Attendance details shared with SENDCo	Pupils need to attend school every day in order to make progress. The EEF toolkit shows parental engagement has a positive impact on academic success for a moderate cost.	Daily monitoring of absence and persistent absence. Weekly Inclusion meetings to discuss strategies and share information. Attendance data shared directly with all stakeholders: Safeguarding Lead, SENDCo etc.	VCH	Weekly
A broad Careers programme to support and encourage all pupils to 'aim high'.	Continue to deliver Careers programme to all year groups.	Pupils should make informed decisions regarding their future choices and be confident to stay in education or the world of work.	Two external audits with Ark Pathways team and Careers Enterprise Company. Half termly review on Compass Plus. Information shared with invited agencies, parents, pupils and staff. Online surveys sent out to all key stakeholders asking for feedback. From this	MNA	Use Compass Plus to evaluate benchmarks half termly.

			feedback, action points are created and monitored.		
Contextual issues around staying safe both on and offline as well as developing skills to recognise healthy and unhealthy relationships.	Create an inclusive PD program that identifies key areas of concern and the impact on students.	Students develop the skills that they need to build healthy relationships. They are equipped to deal with challenges in the future.	Student voice and regular drop ins to sessions.	VCH	Weekly
Improve academic achievement and life-skills for all SEND pupils significantly underachieving due to WA level through the provision of an Alternative curriculum. Prepare these students for a smooth transition post-16	Creation of an Alternative Curriculum for significantly underperforming students in years 10 and 11 that can't access the standard curriculum despite concerted efforts and support	Careful data analysis, teacher assessment and significant input from SLT has identified key students for whom this provision is vital MNA /NMC/DRI have carefully considered all curriculum offers and having met with The Prince's Trust, this is the most appropriate fit for our students. Functional Skills will give the selected students access to accredited examinations that will be useful for post 16 applications.	NMC to meet with AHO daily/weekly as needed and update MNA regularly. Students will have assessment points with Functional Skills NMC to complete learning walks and drop-ins to monitor and support	MNA/NMC/AHO Delivery - AHO Year 10 FS and PT NMC Year 11 FS	Initially, weekly with AHO to ensure that the courses are running smoothly. Thereafter, in line with year 10/11 assessments points

<p>Implement a mental Health strategy that is inclusive to all groups of pupils and that targets all pupils within school.</p>	<p>Train all staff in mental Health Awareness. Have all MHFA and MHC deliver interventions and mentoring</p>	<p>Impero concerns have increased significantly. Families and individuals are needing extra support from external agencies. Amount of MH referrals to FTB have increased, averaging 4-8 referrals per week.</p>	<p>LAY to organise whole staff training on MH awareness.</p> <p>LAY to deliver a session on the strategy and how the provision will work within school.</p> <p>Provision is tracked through scrutiny, learning walks and data analysis.</p> <p>External MH services to be employed and deliver bespoke intervention to pupils in the wave 3 category.</p>	<p>LAY</p>	<p>Daily Weekly Half termly</p>
<p>Run sessions and workshops on exam anxiety and stress for Year 11.</p>	<p>Offer mentoring, guidance and support for Y11 pupils who are feeling overwhelmed, stressed and anxious about exams. Provide pupils will tips and strategies to overcome these emotions.</p>	<p>Concerns from Impero and edukit surveys.</p>	<p>Bespoke interventions delivered through mentoring.</p> <p>Strategies practiced with pupils in mentoring sessions.</p> <p>Workshops delivered around well-being during exam periods.</p>	<p>LAY</p>	<p>Run up to exam periods</p>
				<p>Total cost</p>	<p>17500</p>