



Stoke Damerel Community College



Pupil Premium Strategy 2019 – 2022

What is Pupil Premium?

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils.



‘Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators.

However, it is clear that schools can make a difference. In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact

on the outcomes of disadvantaged children.’

Education Endowment Foundation – The EEF Guide to Pupil Premium Funding

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

Barriers

According to research from the EEF and Marc Rowland barriers to learning can be broadly broken down into three categories: –

Pupils and families (for example, vocabulary, oral language, access to resources, broader background subject knowledge)

Community (for example, transport, housing, quality of early years provision, quality of employment opportunities)

In school (for example, access to high quality teaching, levels of expectations, streaming and labelling, negative perceptions of families)



School overview

Metric	Data
School name	Stoke Damerel Community College
Pupils in school	1332
Proportion of disadvantaged pupils	51.5%
Pupil premium allocation this academic year	£506,727
Academic year or years covered by statement	2019/20 – 2021/22
Publish date	September 2019
Review date	September 2020 (Reviewed 2020 next Sep 21)
Statement authorised by	Craig Follett
Pupil premium lead	Craig Follett
Governor lead	Jan Cole (Chair)/Sandra Trathen

Disadvantaged pupil performance overview for last academic year (2020)

Progress 8	-0.18
Ebacc entry	17%
Attainment 8	36.91 (Nat 36.68)
Percentage of Grade 5+ in English and maths	9%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve positive progress for each disadvantaged child	August 2022 – reviewed annually
Attainment 8	Achieve national average for attainment for all pupils	August 2022 – reviewed annually
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	August 2022 – reviewed annually
Other	Improve attendance to national average	August 2022 – reviewed annually
Ebacc entry	Increase the percentage of students sitting the EBACC annually	August 2022 – reviewed annually

Teaching priorities for current academic year

Measure	Activity
Priority 1	Literacy – all teachers are teachers of literacy
Priority 2	All teachers to receive 12 development drop ins throughout the year to improve the quality of teaching and learning in every classroom across the College
Barriers to learning these priorities address	Staff subject knowledge regarding literacy. Time – ensuring staff are appropriately trained to give developmental feedback and staff have time to carry out the drop ins and give effective and purposeful feedback <i>In school (for example, access to high quality teaching, levels of expectations, streaming and labelling, negative perceptions of families)</i>
Projected spending	£255,458

Targeted academic support for current academic year

Measure	Activity
Priority 1	Recruitment and development of specialist Phonics and Numeracy teachers. Before school and after school specialist intervention for those below age expected. As well as 4 tutor groups in year 7 with only 5 students to support reading.
Priority 2	Implement DEAR time, tutor time reading of classics and NGRT tests to track and monitor reading ages.
Barriers to learning these priorities address	Literacy and numeracy skills entering Year 7 are lower for pupil's eligible for PP than for other pupils, which prevents them from making good progress throughout their years at SDCC and they are already switched off reading.
Projected spending	£116,148

Wider strategies for current academic year

Measure	Activity
Priority 1	Magic Breakfast – implement effectively and increase the number of students taking advantage of the magic breakfast scheme.
Priority 2	Attendance – improve levels of attendance for disadvantaged students
Barriers to learning these priorities address	Lack of enrichment opportunities and the opportunities these create. Removal of any financial barriers for school or extra-curricular activities.

	No student needs to start the day hungry. Improved attendance.
Projected spending	£134,851

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Time given to enable staff training and time to implement strategies	Curriculum have directed time between 3pm and 4pm to allow any training and support to take place. Use of INSET is dedicated to teaching principles.
Targeted support	Students attending after and before college support. Staff absence	Over staffed and ensured team teaching opportunities in these sessions to always have them covered with specialists. Students can opt for the other session if they are unable to make one. Coincides with Magic Breakfast to further support.
Wider strategies	Engaging the families facing most challenges	Working closely with A4A around strategies to engage. MAST programme focusing on enhanced transition so that we know our families well on arrival.

Review: last year's aims and outcomes

Aim	Outcome

Last year on previous documentation and analysis of 2018/19 follows.

Covid Addendum 2020

In light of the national pandemic we made some additions to our pupil premium strategy.

Whilst in lockdown we;

- Gave grab bags to all students who were pupil premium and gave them out through reception.
- Organised food hampers for those in need.
- Each student received a weekly phone call from their tutor and we insisted that both student and parent/carer were spoken to.
- Audited who had access to online learning materials and organised for the drop off of both a laptop and dongle where needed.
- Over 70 students onsite for educare which we continued to run during both the Easter holidays and May half term.

Post Lockdown we;

- Added a lesson of 'Study Skills' on the students timetable where we teach students how to learn independently.
- Changed the school day to ensure they are with their tutor at the beginning and the end. This not only gives them a consistent start and finish with somebody they know well but also means we have put more emphasis on reading to improve key literacy skills.
- All parents were contacted after 4 weeks of our return for an individual conversation and 'check-in'
- We continued to serve hot meals in our canteen as we know that for some students this was their only hot meal of the day.
- We have appointed staff in leadership positions to increase our extra curricular provision.
- We provided all students with a face mask.
- We have ensured all students still have a device at home to enable them to work online.
- We have taught students how to work online and access live lessons in the event of further lockdowns.

1 Teaching

- * LSQ in place in all lessons to improve retention of knowledge.
- * Appointment of literacy lead and two SMT Associates with literacy as a main focus.
- * All teachers are teachers of literacy and 'live marking' particularly of SPAG a huge focus in all lessons and CPD provided.
- * Appointment of Primary phonics specialist to work with our literacy team.
- * Disruption Free Learning in all lessons.
- * All teachers have developmental drop ins 12 times a year to improve quality of teaching.
- * Smaller class sizes in English, Maths and Science.
- * No disruption to start of lessons - all students given a complete pencil case and this is checked every tutor time.

2 Targeted academic support

- * Phonics/Reading groups.
- * Drop everything and read is daily for years 7 and 8.
- * Y7-11 all read a 'classic' style novel during tutor time.
- HLTA in English and Maths.
- * All students complete Hegarty Maths.
- * Y11 have tailored 3-4 sessions in English, Maths, Science and EBACC. HAP masterclass, underperformers and supported study all based around modelling.
- * Daily free breakfast for all students.
- * Graduate mentoring programme for Y10 PP students in particular.
- * Health coordinator
- * Homework clubs available every night.
- Texting of parents to improve and increase to support parental engagement.
- * Welfare support available for all year groups.
- * Please see specific attendance plan.
- * Peripatetic music lessons for PP students funded.
- * Financial support to access trips, clubs and uniforms where appropriate.

3 Wider strategies

Review: last year's aims and outcomes
Performance Analysis 2018/19

Disadvantaged Students 79	2018	2019	2020
Progress 8	-0.63	-0.48	-0.18
Attainment 8	34.29	35.18	36.91
% achieving 9-5 in English & Maths	16%	12%	10
% achieving 9-4 in English & Maths	32%	42%	34

Key Points

- The improvement between 2018 and 2020 results shows a marked improvement on all measures but 5+ Eng/Ma
- Compared to national averages our disadvantaged pupils attain at a lower level but this gap has reduced.
- The gap between disadvantaged and other students has decreased slightly and has a smaller gap than national.
- The progress of PP HAP students remains an area of focus.
- The attainment of disadvantaged pupils in 2019 continued on an upward trend.

Pupil Premium Summary - Strategies and Impact in More Detail
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Magic Breakfast (new initiative started Easter 2019)

We offer a free breakfast for all of our students, ensuring they have a healthy meal at the start of the day. Uptake of over 500 in week 1 and this is increasing weekly.

Achievement for All

Pilot project designed at engaging hard to reach parents. Supported through monthly visits by Ofsted Inspector John Cavill. Training given to staff on how to hold 'structured conversations'. Regular learning walks, booklooks and feedback given by John Cavill.

Impact - John Cavill feedback attached and examples of structured conversations

Preparation for Learning

Whilst all students in the College were given full pencil cases, we now have a shop in reception selling these items at cost price. This ensures PP students do not feel singled out but now have all of the equipment and can purchase easily anything they lose. Year teams support where necessary if a student is unable to purchase a replacement pen etc.

Impact - All students are equipped for learning ensuring a much quicker start to the lesson. No time is lost lending equipment. The presentation in books has since improved dramatically, particularly PP students.

Weekly Booklook

In each year group we have matched up a PP student with a non-PP student with exactly the same starting point. We focus on a year group a week and unpick where the gap starts. Teachers and students are given feedback where appropriate.

Improvement seen in presentation through weekly booklooks and supported by John Cavill's feedback.

Extra Curricular

Additional funding given to students/clubs to support the engagement of pupil premium students within these activities. Research shows that this sense of belonging has a positive impact on a Pupil Premium students outcomes

41% of our students attend an extracurricular club at least once a week and a large majority attend more than once a week. 57% of these students are Pupil Premium. (figures correct Feb 2019)

Student Support Advisors

Daily issues show that despite approx 48% PP in each year group our SSAs spend 78% of their time supporting PP students. This support is done in a range of ways such as removing barriers to learning, offering emotional support, liaising with parents, improving attendance, coordinating mentoring/counselling etc

Attendance

PP attendance is considered during our weekly meetings and some of the support offered has been uniform, bus passes, taxis, & rewards such as cinema tickets and canteen vouchers.

Incentive 'In it to Win it'

Sarah also provides transport and extensive outreach work to families with the majority of cases PP

	2017/18	2018/19
PP	92.2	92.87
All	94.7	94.6

Gap closing and PP attendance improving

Removing Barriers

New Pilot following 'By Leaders for Leaders' Conference. At the end of cycle 2 (07/02/19) Learning Managers put each PP student in to a category depending on what their barrier to making progress was. This will then enable bespoke support for each individual child. Example of year group attached.

Impact - New initiative

Raising Aspiration

External speakers brought in to raise aspirations and inspire students to aim high. Stephen Seki, 'The fix up' team - Action Jackson to name a few.

All Year 11 had a 20 minute careers interview. PP students done first and extra support given where necessary. All parents invited in and PP parents phoned if they weren't.

Impact - Student voice cannot speak more highly of the sessions. All students have a next steps plan - please refer to careers documentation. Further evidence will be in outcomes.

Examples of Subject Funding

English:

Year 9 PP Girls Book Club - roughly £500 of texts, reading ages were captured at the start of the year, progress to be measured at the end of the programme - this may feed into the start of their year 10 as engagement has been good and the google classroom has been a real success
English 5trive Conference, 75% of students will be PP.

Bruff Eng Lang guides - . These will be handed out with guidance on how to effectively use them for all students in lesson time to form part of their FINAL revision months.

Breakfast Club - funded to support with homework and provides breakfast, pastoral and academic support. Attendance is good. *Data shows all students are on or above in over half their subjects (see data sheet)*

Move to half termly homework systems (knowledge organisers) whereby students have an opportunity to catch up with late homework within a cycle to support students, PP in particular.

Wealth of revision booklets and online support throughout all school holidays so that all children have access to materials and subject specialist help

All year 10 and 11 having a trip to the theatre to watch GCSE text performance

Maths:

Hegarty Maths - launch this week, progress yet to be measured - support clubs to help PP Students without ICT or help at home

Revision guides - as above - discounted by PP budget - voluntary contribution only from parents

Homework support (as opposed to detentions) across the Core to support learners with homework rather than penalise as a detention. Students are offered this support in year 7 and obligated to attend with subject specialists in years 8-11 meaning PP students can have help, extra resources and use of ICT as required

Wealth of revision booklets and online support throughout all school holidays so that all children have access to materials and subject specialist help

Geography

Year 11 small group sessions delivered by a specialist on a 1 to 6 basis, bespoke sessions on a Tuesday evening. *Impact to be analysed in August although projections show improvements are taking place*

Catering

Fund ingredients to enable students to do cooking

£200 per term to cover the cost of ingredients for the extra-curricular 'Cooking Club'.

Impact - raise confidence amongst PP students in Years 7 and 8. Provide important life skills and encourage healthy eating.

Year 11 PP outcomes in line with non for Catering

Drama

It has been about opportunities - using the technical equipment with support, grouping with HAPs, questioning and stretching their responses, pinpointing the right plays for their practical exam in Yr 11, providing opportunities for Yr 10 to showcase acting skills in the December public performance, buying theatre tickets and costumes to support exam criteria.

Impact - Increased confidence, raising aspiration, awareness and cultural capital. Y11 progress in Drama has a smaller gap for PP v non than other subjects.

Achievement For All Feedback

Stoke Damerel Community College

Achievement for All Review – February 2019

Context

Stoke Damerel Community College joined the Achievement for All 'Achieving Schools' programme in September 2018. I have been appointed to act as their Achievement Coach for the two years of the

programme. The college are receiving 12 visits per year with the main focus on raising the achievement of vulnerable pupils. More specifically for Stoke Damerel, this is supporting the college leaders to effectively diminish the difference in achievement for disadvantaged students. To date, I have made six visits to the college, primarily focused on coaching leaders to improve the quality of teaching, learning and assessment.

The following are some of the improvements and strengths that I have noted during the time since the college joined the programme:

- Senior leaders have high expectations for the college and are united in their pursuit of improved outcomes for all students.
- Students are ready to learn and respond well to good teaching. They arrive at lessons with the correct equipment and have a growing pride in their work. Leaders work in this area, such as the recent ban on mobile phones, continues to improve student focus and engagement.
- Disadvantaged, and other vulnerable students are very clearly identified in all monitoring activities. Teachers have improved their teaching for these students, following improved challenge and support by leaders.
- Leaders have 'paired' disadvantaged students with other students from the same/similar starting points. This ensures all monitoring and assessment activities take account of the gap that needs to be narrowed by comparing students' work. In addition, leaders and teachers use the target grades placed on student books to help with identifying expected outcomes.
- Leaders, at all levels, have a secure knowledge of what good teaching, learning and assessment looks like and have successfully challenged teachers to improve their practice.
- Middle leaders of subjects are ensuring that teaching and learning is improving and better matched to all students, regardless of background or ability.
- Leaders have introduced '10 minute' starting activities in all lessons to ensure a prompt start to the lessons. This is maximising the time that teachers can have a positive effect on improving students' outcomes.
- The quality of assessments made by teachers in books is improving. The college is challenging teachers to focus their comments about pupils' work to focus on what they need to do in order to improve.
- Several members of staff have undergone training on how to better engage with parents to support disadvantaged students' learning. This has started but the impact has not yet been evaluated.

Leaders are aware of what needs to improve still further. I am working with the college on the following areas that are also highlighted within the college development plan:

- Improving still further the challenge, expectations and outcomes for higher prior attaining students.
- Challenging leaders to further diminish the difference between disadvantaged students when compared to other pupils at the school and nationally.
- Improving the impact of students' responses to teacher feedback on raising achievement.
- Supporting leaders to provide greater capacity and drive faster improvements within their area of responsibility.
- Challenging leaders to further improve the college's engagement with parents to support their children's learning.

John Cavill
Achievement Coach
Achievement for All.

Stoke Damerel Community College

Achievement for All Review – June 2019

Achieving Schools

IMPACT			
Based on your review of progress enter the following summary data:			
The number of targeted learners whose progress since their baseline has been:	Less than expected	Expected	More than expected
English	9	27	9
Maths	8	28	9
The number of structured conversations since the last termly review (where applicable):			
0			
Individual impact stories about learners, their parents/carers or others:			
<p>Improved systems to support consistent approaches to teaching and learning has been welcomed by students, teachers and parents. An example of how well this has impacted can be seen from the improvement from low starting points of a Year 8 boy who is now exceeding all expectations in both English and mathematics. This improvement has been rapid and has been secured for many students at the college.</p>			

ACHIEVEMENTS AND SUCCESSES: (What achievements and successes have there been as a result of working with the Achievement for All Programme?)	
Programme Element	Comments
<i>Leadership and Management</i>	Strong leadership has secured a consistent approaches in student behaviour to ensure that all are ready to learn in lessons. Leaders have focused on removing barriers to learning that many students have and classrooms are now calm and productive environments that support improved learning, especially for disadvantaged students.
<i>High quality teaching and learning</i>	Teachers have a greater awareness of the individual needs of disadvantaged students. This has been secured through effective strategies in classrooms to focus more on these students.
<i>High quality teaching and learning</i>	Students' written work is much improved. Their spelling, punctuation and grammar is being challenged more robustly by teachers and monitored more effectively by leaders. This has resulted in better quality, and quantity of work being produced by students.
<i>High quality teaching and learning</i>	Teachers' feedback to students is improved and there is a greater expectation for students to complete the improvement tasks. This is having a positive impact on disadvantaged students who are now better supported through this individualised approach to achieve higher outcomes.
<i>Leadership and Management</i>	Leaders have made good use of pairing disadvantaged students with other students from the same/similar starting points. This ensures all

	monitoring and assessment activities take account of the gap that needs to be narrowed by comparing students' work.
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AREAS FOR DEVELOPMENT (What areas for development do you have planned for next term – coach and Bubble activities)	
Programme Element	Comments
<i>High quality teaching and learning</i>	Further develop teachers' skills and understanding of how to plan and deliver lessons that take full account of the needs and barriers faced by disadvantaged students.
<i>Leadership and Management</i>	Support middle leaders to better support and challenge teachers to improve their teaching and learning pedagogy to reflect the needs of disadvantaged students through improved monitoring and evaluation activities.
<i>Parental engagement</i>	Improve the engagement of parents of disadvantaged students by reviewing current procedures and developing the practice of structuring the conversations that take place between teachers/tutors and parents.

Pupil Premium Review: Stoke Damerel Community College – 14th June 2019

Focus

The focus for the visit was a review of the school's strategy for supporting the progress and attainment of PP students. This was following an Ofsted monitoring visit in February which highlighted a PP review as an important next step for the leadership of the College.

Stoke Damerel serves a very disadvantaged community. Approximately 50% of the school roll is eligible for PP. More than 70 students currently have an EHCP and there are 157 young carers at the College.

The catchment is characterised by:

- High levels of pupil mobility
- High levels of mental health difficulties
- A significantly reduced life expectation than that in other areas of the city
- Substance abuse
- Domestic Violence
- Generational unemployment

Evidence

Over the course of the day I met with Anita Frier, Principal, Craig Follett, VP in charge of PP and curriculum; the current leads of core subjects, and Year 11; Simon Kelly, AP and members of the student welfare and attendance team; and Phil Arnold, AP in charge of Teaching and Learning. I also met with a group of Year 9 and 10 PP students. In the afternoon I visited a number of lessons with Phil Arnold in which I also looked at a range of books in English, Maths and Science.

I was provided with the current performance data for year 10 & 11, and details of the current PP action plan including the planned PP spend and current impact report.

In the lessons that I visited, I was shown teacher folders and seating plans and also looked at a range of books both PP and non PP

Summary

- **There is a clear and universally understood strategy for maximising the life chances of disadvantaged students which is rightly centred on breaking down barriers to learning. This includes, for example providing breakfast for all students, ensuring all students are equipped for learning, a planned approach to developing cultural capital through daily reading of classic texts and a new strategy for Disruption Free Learning**
- **The leadership of PP and monitoring of PP spending is strong. The VP in charge of PP has a robust system for assessing the impact of spending.**
- **The school is acutely aware and has made an accurate assessment of the key areas for development and the areas of the school where there is greatest evidence of impact**
- **Leaders know the school very well and are eager to develop strategies to secure improvement. They are a highly motivated and highly visible team with a clear moral purpose.**
- **The curriculum has been reviewed to ensure that there are a good range of opportunities for more vocational courses and there is an impressive range of choices on offer for students of all abilities. The balance between what works for the school in relation to attainment tables and what students need has been intelligently considered and is well scrutinised – often at individual student level.**
- **The SLT have done a great deal of work on pedagogy and enshrined a set of core principles of great teaching which has been widely shared and understood by staff. This has developed as the result of a partnership with Greenshaw Learning Trust and led to a set of clear non-negotiables and principles for effective teaching which are being consistently applied in lessons.**
- **Tracking for current Year 11 and Year 10 students suggests a significant (by at least half) narrowing of the PP gap in both 2019 and 2020**
- **There has been a strong and consistent focus on literacy development and on developing extended writing. Senior leaders look at books every week and regularly compare PP students with non PP students with exactly the same starting point.**
- **The focus on writing across the College has resulted in KS4 students showing greater resilience in examination situations and senior staff report students writing up to the end of examinations where before they would have given up earlier.**
- **No student has missed an examination in the recent GCSE exam series.**

- There is evidence of a growing impact on this in pupil workbooks where work is generally very well-presented and demonstrates good levels of understanding.
- Intervention sessions are targeted at PP students although other students are invited to attend.
- Leaders report very good attendance at intervention sessions – in some cases 100%
- Students are open and friendly and positive about their school. They were articulate and held very strong opinions about the College. They recognised that many of the changes in terms of DfL and banning of mobile phones had resulted in significant improvements to the culture of the school. They spoke confidently and with energy and enthusiasm about the aspects of school life they enjoyed and where they thought it could be improved. They felt safe and were unanimous in their view that there was no bullying and if there was it would be dealt with. They felt that the school supports their health and wellbeing very well.
- However, in spite of stated ambitions to succeed, the pupils whom I spoke to were not particularly excited by their lessons. They stated that they did not feel that the school really listens to its students.
- The school has done a great deal of intensive work to improve attendance and there are some impressive initiatives to engage positively with the community. Persistent absence in spite of this remains high and key pastoral workers within the college are disappointed that they have not been able to make more inroads into the attendance of some of the young people at the College.

Key findings

PP students are a significant group within the school whose underperformance in relation to an already low-performing pupil population has been historically weak.

Leaders are very positive about the school. It is clear that they are absolutely committed to its success. They are open to challenge and willing to consider change to make a difference.

Attendance remains a priority for leaders at the college. Staff work tirelessly to engage with families and get young people into school. This is now starting with identifying and engaging with children at risk at primary school.

The college takes the welfare of its pupils extremely seriously. There is a large and well-resourced welfare team who prioritise breaking down barriers for learning and supporting vulnerable students. Students themselves reported that the school looks after them very well.

Students are positive about the school. They feel that the Disruption Free Learning initiative has had significant success in improving the behaviour in their lessons. However they found it hard to describe a subject that they actively enjoyed

Although there are opportunities for PP students to participate in enrichment activities there may be a lack of buy in for them from a minority of pupils. They either do not value the activities on offer or prefer to focus on academic work. The college has worked hard to extend the opportunities including Duke of Edinburgh scheme, CCF and other innovative activities including a PP girls' reading club.

Students demonstrated good social skills, they were polite and friendly, prepared to engage in conversation and discuss their work and were honest and open about the life of the College

The college has committed to developing literacy skills and in particular using tutor time to build cultural capital through the shared reading of classic texts. Tutors have received training and are expected to plan their reading sessions as they would a lesson.

Senior leaders spend a great deal of time in lessons and regular monitor the quality of teaching and learning across the school. Feedback is focussed on ensuring that there is a single actionable outcome for every teacher following developmental drop ins.

A number of Year 10 PP students were unclear about their future post 16. However, the college has a range of strategies for supporting students with next steps including a careers programme and prioritisation of PP students for individual support and guidance

Behaviour in lessons was excellent. Students were engaged in the task and responded positively to the teacher and to each other. This is even more impressive considering it was last lesson on Friday afternoon.

Relationships with staff and students are good. Students respect their teachers and it is clear that staff are invested in the students' success.

In some lessons questioning was weak and/or students did not have the opportunity to practice or have modelled answers. This resulted in missed opportunities for teaching effective talk.

There is some inconsistency in terms of the expectations and delivery of the "Do Now" tasks. In some lessons pupils had finished where other students had only written the title and the date.

Students are not regularly proof-reading work and teachers are not correcting basic SPaG errors.

There appeared to be limited in-class support for students with weak literacy skills

Books were well presented. There was a great deal of work which had been completed on paper and stuck in. In some lessons, a minority of students were more focussed on the sticking in than what the teacher was saying.

Students understand the Disruption Free Learning Strategy, agree that it is implemented consistently across the school, understood its purpose and felt it was fair. They agreed that sanctions are generally accepted across the school when given.

The College is developing its strategy for homework and developing independent study skills with students in order to support them taking more responsibility for their success.

Recommendations

- **Whole school literacy initiatives should be reviewed to ensure that basic SPaG skills are being taught, adhered to, assessed and revisited in every area of the curriculum. Senior Leaders are already aware of this, and have flagged this as a priority school improvement area through 'live marking' and CPD in KS2 standards.**
- **Review how effectively key teaching techniques relating to modelling and assessment are used in English lessons.**
- **Work with teachers to develop strategies for supporting students to enhance the quality of their verbal contributions in class**
- **Review "Do now" activities to ensure that all pupils actively engage with the task**
- **The school should look to audit the enrichment provision and agree the range of opportunities and experiences that students have access to in order to ensure that they broaden their horizons and participate fully in the wider life of the College.**
- **Consider where and how in-class support is used for students with weak literacy skills**
- **Review the impact of student voice across the College and look to develop the role of young people in working to improve their college and college life**
- **Target Attendance Officer intervention forensically at weak attenders to intervene where there is the greatest chance of success**
- **Review student progress by attendance group as well as other vulnerabilities**

Lorraine Heath June 2019