Our philosophy

At Hyde Community College, we believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SIP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PP use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PP. Our priorities are as follows:

* Ensuring a highly effective teacher is in every class
* Closing the attainment gap between disadvantaged pupils and their peers
* Providing targeted academic support for pupils who are not making the expected progress
* Addressing non-academic barriers to attainment such as attendance and behaviour
* Ensuring that the PPG reaches the pupils who need it most
* Ensuring we have the capacity to deal with the social, emotional and mental health needs within school
* Increasing our engagement with parents with a particular focus on higher aspirations
* Supporting our students’ engagement in the wider curriculum and the enrichment activities offered

Barriers to future attainment

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| **Academic barriers to attainment** | **Non-academic barriers to attainment** |
| Basic skills entering Year 7 are lower for students eligible for PP than for other students, which prevents them from making good progress in Year 7. | Attendance rates for students eligible for PP are 93.4% (below the target for all children of 95% and below the actual school figure of 94.8%). This reduces their school hours and causes them to fall behind on average. |
| Poor language and communication skills. | Behaviour issues for a small group of students (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers. |
| Lack of school readiness. | Positive parental engagement with school is minimal for many students. |
|  | Arrived in year figures fluctuate but are high which can contribute negatively to the stability of the students affected. |
|  | An increasing number of students are unable to access the curriculum, in the first instance, due to English not being their first language. |
|  | High levels of deprivation locally contribute to low aspirations for some students and their families – this is a concern for some HA PP students. |
|  | Lack of focus and confidence due to poor mental health and wellbeing. |

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we have moved to an annual light-touch review system to ensure that our approach is effective and that we can cease or amend interventions that are not having the intended impact.

We will:

**Explore**

* Identify a key priority that we can address
* Systematically explore appropriate programmes and practices
* Examine the fit and feasibility with the school

**Prepare**

* Develop a clear, logical and well-specified plan
* Assess the readiness of the school to deliver the plan
* Make practical preparations

**Deliver**

* Support staff and solve any problems using a flexible leadership approach
* Reinforce initial training with follow-on support
* Drive faithful adoption and intelligent adaption

**Sustain**

* Plan for sustaining and scaling the intervention from the outset
* Continually acknowledge, support and reward good implementation practices
* Treat scale-up as a new implementation process

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have –on the whole- chosen three interventions. This focussed approach ensures the best chance of success for each intervention.

**Quality of teaching**

1. Professional development: half termly action research meetings (ARG) for all teaching staff to develop key teaching strategies – feedback, questioning, explanation, practice, modelling and challenge. Professional development: Lesson observations to focus on identification of key ARG strategies.
2. Employment of a whole school literacy co-ordinator.
3. Employment of three core subject teachers.

**Targeted academic support**

1. Employment of 3 subject specific HLTAs (English, maths and science)
2. Small group tuition: refining targeted English teaching for pupils who are below age-related expectations (Y7 Project)
3. Employment of a whole school EAL co-ordinator and an additional TA to support EAL students.
4. Employment of two co-ordinators for key and structured interventions: Introducing HAL intervention sessions and ‘off track’ intervention sessions.

**Wider strategies**

1. Parental engagement: increased engagement with parents with a particular focus on PP students leading to higher aspirations.
2. Mental health and welfare: employment of Senior Learning Mentor to maintain capacity to deal with issues effectively; employment of learning mentor; provision of counselling; provision of uniform and school equipment.
3. Attendance: employment of a FT senior attendance officer to increase attendance overall with a key focus on attendance rates for students eligible for PP.

Full planning details for interventions are outlined in the ‘[Intervention planning in full’](#_Intervention_planning_in) section below.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Targets are set for pupils in receipt of the PP interventions and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with subject leaders through the QA process.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The AHT in charge of intervention is responsible for ensuring a pupil premium strategy is always in effect.

# Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant’s impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website.

The school publishes a link to the [school and college performance tables](https://www.compare-school-performance.service.gov.uk/) and the schools’ performance table page on the school website.

# Our funding

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| Funding summary: Year 1 (Financial year: 2019-20) | | | | | | |
| Total number of pupils | 1064 | PPG received per pupil | | £935x437 (PPE6)  £2300  (former LAC)  £900  (services) | Indicative PPG as advised in School Budget Statement | £ 411,795 |
| Number of pupils eligible for PPG | | 439 | Actual PPG budget | £ 411,795 |
| Funding estimate: Year 2 | | | | | | |
| Estimated pupil numbers | | | Y7=240, Y8=236, Y9=228, Y10=202, Y11=196  TOTAL: 1102 | | | |
| Estimated number of pupils eligible for PPG | | | 44% of 1102 = 485 | | | |
| Estimated funding | | | £463,175  NB – this takes into account the £20 increase per student for 2020-21. | | | |
| Funding estimate: Year 3 | | | | | | |
| Estimated pupil numbers | | | Y7=240, Y8=240, Y9=236, Y10=228, Y11=202  TOTAL: 1146 | | | |
| Estimated number of pupils eligible for PPG | | | 44% of 1146 = 504 | | | |
| Estimated funding | | | £481,320  NB – this takes into account the £20 increase per student for 2020-21. | | | |

# Intervention planning in full

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| Intervention: | 1. Action Research Groups used to focus the whole school on quality first teaching with an increased focus on PP students. | | | | | | | | |
| Category: | Quality of teaching | | | | | | | | |
| Intended outcomes: | Improved progress, attainment and engagement of the PP students. | | | | Success criteria: | | Outcomes in all years and for all groups are positive.  Lesson observation feedback and data evidencing the improvement of whole school quality first teaching over time. | | |
| Staff lead: | AHT i/c T&L | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:  Further develop the Action Research Programme to embed the key principles of expert teaching and to ensure that all teachers are aware of the key foci for the term.  Facilitate three termly meetings to focus on the individual teachers’ ARG principles identified for the term.  One lesson observation (peer) to focus on a key principle identified by the teacher and to focus on SEND progress.  One lesson observation (department review) will focus on ARG principles as a whole.  Introduce metacognition, retrieval practice, self-regulation and goal setting.  Increase engagement through development of co-operative learning strategies to include Kagan.  Facilitate training for staff in key SEND areas to include: attachment, autism, ADHD, speech and language and Tourette’s. | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  Continue to embed original principles into every day teaching practice.  Further use of ARG to develop strategies to engage and challenge particularly through co-operative learning strategies.  Extend research to incorporate other findings to develop strategies further.  Develop metacognition through the 6 principles.  Introduce subject specific evidenced based action research. | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  Embed metacognition into every day teaching practice.  Develop and embed subject specific evidenced based action research. | |
| Light-touch review notes | Annual review notes:  **[Use this space to review the success of your intervention in year 1.]** | | | Annual review notes:  **[Use this space to review the success of your intervention in year 2.]** | | | | Final review notes:  **[Use this space to review the overall success of your intervention.]** | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £10,140 | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase 🞏  Decrease 🞏  Remain the same 🞏 | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease 🞏  Remain the same 🞏 |
| Year 2 | | | £10,140 | | Year 3 | £10,140 |
| Total anticipated expenditure: | £30,420 | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £ | | | | | | | |

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| Intervention: | 1. Employment of a whole school literacy co-ordinator and an additional literacy support TLR holder. | | | | | | | | |
| Category: | Quality of teaching | | | | | | | | |
| Intended outcomes: | We want to develop an ethos that celebrates a love of reading.  To enable this to happen we intend to raise the profile of reading around school with a number of key initiatives and interventions.  Reading intervention group established and developed further during the intervention. | | | | Success criteria: | | Reading ages are increasing at an accelerated rate  Lending rates in the library demonstrate sustained increases amongst all groups.  The number of reading rewards in G4S show a sustainable increase.  Pupil voice indicates a positive attitude towards reading and acknowledges the school’s success in encouraging reading.  Reading for pleasure is visibly integrated into the fabric and ethos of the school (soft data but no less important). | | |
| Staff lead: | Literacy Co-ordinator | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:  Roll out 10 mins reading p4 into Year 8 from September and monitor/support delivery.  Introduce reading bookmarks in Year 8  Develop audio book reviews/quizzes for all year 7 bookmark books including staff/student training.  Reinforce effective common practices during reading lessons/library lessons including use of “top ten tips” guidance document and CPD.  Review efficacy of IDL use with Project Group and literacy support groups.  Develop reading rewards badges in line with whole school system.  Source magazines/daily newspapers with easy access for students.  Trial “3-word extended vocabulary” sheets in library lessons and possible roll out into wider school life.  Embed buddy readers and look for ways to minimise disruption to programme.  Run termly student voice activity with representative sample of cohort looking at student perceptions of reading initiatives.  Monitor DEAR in form times and support where necessary to embed practice. | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  Roll out 10 mins reading p4 into Year 9 from September and monitor/support delivery.  Refine student voice activities to focus on student perceptions of reading initiatives.  Develop the “3-word extended vocabulary” sheets in the library lessons and roll out into wider school life – incorporate the vocab sheets into planners to be used in lessons.  Monitor DEAR in form times and support where necessary to embed practice.  Research and trial ways to incorporate longer writing tasks in all lessons to develop the longer writing required in exams. | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  Maintain the 10 mins reading in KS3.  Incorporate longer, unaided, writing task lessons into all subject areas with a written exam response.  Trial KS4 reading programme / strategy to incorporate cultural classics to widen depth of reading material. | |
| Light-touch review notes | Annual review notes:  [Use this space to review the success of your intervention in year 1.] | | | Annual review notes:  [Use this space to review the success of your intervention in year 2.] | | | | Final review notes:  [Use this space to review the overall success of your intervention.] | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £3407 | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase 🞏  Decrease 🞏  Remain the same 🞏 | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease 🞏  Remain the same 🞏 |
| Year 2 | | | £3476 | | Year 3 | £3545 |
| Total anticipated expenditure: | £10,428 | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £ | | | | | | | |

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| Intervention: | Employment of three core subject teachers. | | | | | | | | |
| Category: | Quality of teaching | | | | | | | | |
| Intended outcomes: | Maintain the school’s capacity to provide quality first teaching even with a significantly increased number of students within school. | | | | Success criteria: | | Outcomes in all years and for all groups are positive.  School’s monitoring of T&L.  Data tracking and monitoring x 3 times per academic year. | | |
| Staff lead: | Headteacher | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:  Three core subject teachers (English, maths and science) to be employed and retained. | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  Three core subject teachers (English, maths and science) to be employed and retained. | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  Three core subject teachers (English, maths and science) to be employed and retained. | |
| Light-touch review notes | Annual review notes:  **[Use this space to review the success of your intervention in year 1.]** | | | Annual review notes:  **[Use this space to review the success of your intervention in year 2.]** | | | | Final review notes:  **[Use this space to review the overall success of your intervention.]** | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £127,755 | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase 🞏  Decrease 🞏  Remain the same 🞏 | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease 🞏  Remain the same 🞏 |
| Year 2 | | | £137,505 | | Year 3 | £145,464 |
| Total anticipated expenditure: | £410,724 | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £ | | | | | | | |

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| Intervention: | Employment of 3 subject specific HLTAs (English, maths, science) | | | | | | | | |
| Category: | Targeted academic support | | | | | | | | |
| Intended outcomes: | Narrowing of the gaps for targeted individuals and groups. | | | | Success criteria: | | Outcomes for all targeted individuals and/or groups are positive.  Data tracking and monitoring x 3 times per academic year demonstrate progress and narrowing of the gaps for targeted individuals and groups. | | |
| Staff lead: | AHT i/c intervention | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:  HLTAs to be deployed into key groups in line with department policy and needs analysis.  Small group intervention / classroom support / withdrawal of groups or individuals as identified by the Subject Leader / classroom teacher / HLTA. | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  Further HLTA interventions following data analysis and needs analysis.  Development of support programme in each department. | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  Further HLTA interventions following data analysis and needs analysis.  Development of support programme in each department. | |
| Light-touch review notes | Annual review notes:  **[Use this space to review the success of your intervention in year 1. Record whether pupils’ goals were met.]** | | | Annual review notes:  **[Use this space to review the success of your intervention in year 2. Record whether pupils’ goals were met.]** | | | | Final review notes:  **[Use this space to review the overall success of your intervention. Record whether pupils’ goals were met.]** | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £79,981 | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase 🞏  Decrease 🞏  Remain the same 🞏 | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease 🞏  Remain the same 🞏 |
| Year 2 | | | £79,276 | | Year 3 | £80,685 |
| Total anticipated expenditure: | £239,942 | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £ | | | | | | | |

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| Intervention: | Year 7 Project: targeted English teaching for pupils who are below age-related expectations | | | | | | | | |
| Category: | Targeted academic support | | | | | | | | |
| Intended outcomes: | High levels of progress in literacy for Year 7 students who are below age-related expectations. | | | | Success criteria: | | English data demonstrates increased levels of student progress.  Reading ages and spelling ages are in line with chronological ages (IDL).  Termly meetings between key staff to analyse progress and attribute data.  Engagement evidenced in learning walks and lesson observations.  Report attributes analysed termly on publication.  Weekly form time reading sessions in the library for Y7 Project students.  On-line working memory training (COGMED) data demonstrating clear improvements. | | |
| Staff lead: | AHT i/c intervention | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:  Adjusted curriculum in Year 7.  Employment of 2 part time, primary trained, teachers to facilitate project groups –one funded by PPG.  Employment of a TA to facilitate nurture groups.  Review efficacy of additional literacy lessons in their current format.  Refine criteria for students to be timetabled into KS3 literacy intervention.  Introduction of working memory training (COGMED).  Development of online IDL lessons. | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  Continue with an adjusted curriculum in Year 7.  Review efficacy of project group and nurture groups and evolve as necessary.  Refine criteria for students to be timetabled into Y7 Project intervention.  Development of working memory training (COGMED).  Development of online IDL lessons.  Introduce and develop new format literacy lessons in KS3 curriculum.  Develop metacognition through the 6 principles. | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  Continue with an adjusted curriculum in Year 7.  Review efficacy of project group and nurture groups and evolve as necessary.  Further develop and refine new format literacy lessons in KS3 curriculum.  Embed metacognition through the 6 principles. | |
| Light-touch review notes | Annual review notes:  **[Use this space to review the success of your intervention in year 1. Record whether pupils’ goals were met.]** | | | Annual review notes:  **[Use this space to review the success of your intervention in year 2. Record whether pupils’ goals were met.]** | | | | Final review notes:  **[Use this space to review the overall success of your intervention. Record whether pupils’ goals were met.]** | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £28,959 | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase 🞏  Decrease 🞏  Remain the same 🞏 | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease 🞏  Remain the same 🞏 |
| Year 2 | | | £30,728 | | Year 3 | £32,239 |
| Total anticipated expenditure: | £91,926 | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £ | | | | | | | |

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| Intervention: | One-to-one support: Creating additional teaching and learning opportunities using EAL TAs | | | | | | | | |
| Category: | Targeted academic support | | | | | | | | |
| Intended outcomes: | EAL students accessing mainstream curriculum with reducing support.  EAL students making clear progress towards targets.  EAL termly NASSEA testing shows clear progress | | | | Success criteria: | | Students accessing their individual curriculums.  Data analysis at 3 tracking points.  End of year internal and/or external data. | | |
| Staff lead: | EAL Co-ordinator | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:  Initial basic literacy testing on entry to identify students’ needs.  Identify priority students for support.  Prioritise new learners to English – with additional support for those students who have not been in education for a significant amount of time.  Analyse students’ progress through NASSEA testing three times during the academic year.  Develop form time reading interventions.  Develop one to one withdrawal sessions for EAL students with low literacy levels.  Deliver EAL CPD for staff and trainees with follow up meetings and training when required.  Introduce an EAL ‘Champion’ to establish weekly mentoring sessions with KS4 students.  Track students’ behaviour information on G4S when required and put interventions into place to support – through liaison with HoY.  Introduction of a student buddying system.  Investigate opportunities for rewards – not simply traditional academic rewards, but more bespoke. | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  Initial basic literacy testing on entry to identify students’ needs.  Identify priority students for support.  Prioritise new learners to English – with additional support for those students who have not been in education for a significant amount of time.  Analyse students’ progress through NASSEA testing three times during the academic year.  Embed form time reading interventions.  Embed one to one withdrawal sessions for EAL students with low literacy levels.  Develop the EAL ‘Champion’ system to support weekly mentoring sessions with KS4 students.  Continue to track students’ behaviour information on G4S when required and put interventions into place to support – through liaison with HoY.  Develop the student buddying system.  Introduce opportunities for rewards – not simply traditional academic rewards, but more bespoke. | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  Initial basic literacy testing on entry to identify students’ needs.  Identify priority students for support.  Prioritise new learners to English – with additional support for those students who have not been in education for a significant amount of time.  Analyse students’ progress through NASSEA testing three times during the academic year.  Refine form time reading interventions.  Refine one to one withdrawal sessions for EAL students with low literacy levels.  Refine the EAL ‘Champion’ system to support weekly mentoring sessions with KS4 students.  Continue to track students’ behaviour information on G4S when required and put interventions into place to support – through liaison with HoY.  Refine student buddying system.  Embed rewards system– not simply traditional academic rewards, but more bespoke. | |
| Light-touch review notes | Annual review notes:  **[Use this space to review the success of your intervention in year 1. Record whether pupils’ goals were met.]** | | | Annual review notes:  **[Use this space to review the success of your intervention in year 2. Record whether pupils’ goals were met.]** | | | | Final review notes:  **[Use this space to review the overall success of your intervention. Record whether pupils’ goals were met.]** | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £20,080 | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase 🞏  Decrease 🞏  Remain the same 🞏 | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease 🞏  Remain the same 🞏 |
| Year 2 | | | £20,722 | | Year 3 | £21,383 |
| Total anticipated expenditure: | £62,185 | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £ | | | | | | | |

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| Intervention: | Parental engagement: | | | | | | | | |
| Category: | Wider strategies | | | | | | | | |
| Intended outcomes: | Increased parental engagement, support and contact. | | | | Success criteria: | | Improved progress data and higher grades.  Increase in attendance.  Better communication resulting in a more co-ordinated approach to homework and less parent-teacher conflict.  Positive attitudes and behaviour | | |
| Staff lead: | AHT i/c parental engagement | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:  Further develop the parent / school partnership.  Embed the Women’s Bangladeshi Welfare volunteer system.  Introduce MyEd as a form of communication with parents. Send out the signing up information and include information for Bangladeshi familes in Bengali. A MyEd stall will be present at all parents’ evenings.  Increase the number of headteacher’s letters across the academic year.  Send links to the Y11 ‘Final Countdown’ magazine to parents and carers of Y11 students.  Publish success stories in ‘Hyde Community Matters’.  Improved parental areas of the newly designed school website.  Increase the number of PP families being represented at parents’ evenings.  Increase the number of Bangladeshi families being represented at parents’ evenings.  Collation of parental surveys taken at parents’ evenings and a ‘you said, we did’ document will be produced as a response to this.  Key parental documentation to be translated into Bengali. | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  Utilise more employers in the delivery of some curriculum areas. Better utilisation of Chamber to arrange subject specific employer visits, speakers etc.  Workshop for parents (English). PT to arrange ‘CPD’ session for all parents. Parents will receive guidance on how to use ‘Go’ and also how to support their children at home.  PT and AF will deliver session on how to support their children with homework, more detail to follow.  Investigate possibility of ‘night school’ classes for parents (English.  Further develop links with primary schools – this to include work completed by our students whilst in year 6 in order to aid planning.  Music groups from primary schools to participate in showcase concert at HCC. | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): | |
| Light-touch review notes | Annual review notes:  **[Use this space to review the success of your intervention in year 1.]** | | | Annual review notes:  **[Use this space to review the success of your intervention in year 2.]** | | | | Final review notes:  **[Use this space to review the overall success of your intervention.]** | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £16,567  (20% of salary) | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase 🞏  Decrease 🞏  Remain the same 🞏 | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease 🞏  Remain the same 🞏 |
| Year 2 | | | £16,855 | | Year 3 | £17,026 |
| Total anticipated expenditure: | £50,448 | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £ | | | | | | | |

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| Intervention: | Employment of Senior Learning Mentor and a Learning Mentor to maintain capacity to deal with issues effectively. | | | | | | | | |
| Category: | Wider strategies | | | | | | | | |
| Intended outcomes: | Students with mental health and / or welfare issues are supported to achieve positive outcomes – both academically and emotionally. | | | | Success criteria: | | Students are in lessons.  Provision of counselling.  Provision of uniform and school equipment. | | |
| Staff lead: | Headteacher | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:  [Use this space to outline your plan for implementation in year 1.] | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  [Use this space to outline your plan for implementation in year 2. This could involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention.] | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  [Use this space to outline your plan for implementation in year 3.] | |
| Light-touch review notes | Annual review notes:  **[Use this space to review the success of your intervention in year 1.]** | | | Annual review notes:  **[Use this space to review the success of your intervention in year 2.]** | | | | Final review notes:  **[Use this space to review the overall success of your intervention.]** | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £27,223 | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase 🞏  Decrease 🞏  Remain the same 🞏 | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease 🞏  Remain the same 🞏 |
| Year 2 | | | £28,077 | | Year 3 | £28,957 |
| Total anticipated expenditure: | £84,257 | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £ | | | | | | | |

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| Intervention: | Attendance: Employment of a FT senior attendance officer. | | | | | | | | |
| Category: | Wider strategies | | | | | | | | |
| Intended outcomes: | Deputy Headteacher and Attendance Officer to analyse attendance data for all groups, especially white British and disadvantaged pupils on a half termly basis to identify and review priority students.  Attendance Officer to disseminate attendance information to HOYs on fortnightly basis to inform individual strategies including attendance reports and contact with home.  Raise the profile of attendance with students and parents.  Raise the profile of attendance with students and parents  Acknowledgments and rewards for students achieving 100% attendance during a half term  Ensure that attendance information is incorporated into transition planning. | | | | Success criteria: | | Increased attendance rates for students eligible for PP.  Improved punctuality rates for students eligible for PP. | | |
| Staff lead: | Senior Attendance Officer | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:  Pilot the G4S system for messaging home regarding attendance.  Prioritise the PP and STG (WBR & PP) students regarding initial phone calls home.  Attendance Officer to refer persistent absentees (prioritise PP) to Senior Attendance Officer.  Senior Attendance Office to research best practice via the Tameside Network Meetings.  Senior Attendance Officer to develop opportunities to enable a greater degree of liaison with feeder primary schools.  Roll out the attendance badge rewards system within the whole school badge reward framework.  Investigate further the opportunities for attendance rewards.  Develop a system to improve punctuality.  Clarification of roles and responsibilities within the attendance team. | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  Embed the G4S system for messaging home regarding attendance.  Prioritise the PP and STG (WBR & PP) students regarding initial phone calls home.  Further embed the best practice that has been shared the Tameside Network Meetings.  Embed systems to enable a greater degree of liaison with feeder primary schools.  Further develop the attendance rewards system.  Embed the system to improve punctuality. | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  Refine the use of the G4S system for messaging home regarding attendance.  Prioritise the PP and STG (WBR & PP) students regarding initial phone calls home.  Refine the best practice that has been shared the Tameside Network Meetings.  Refine the systems put into place to improve the liaison with feeder primary schools.  Refine the attendance rewards system.  Refine the systems put into place to improve punctuality. | |
| Light-touch review notes | Annual review notes:  **[Use this space to review the success of your intervention in year 1.]** | | | Annual review notes:  **[Use this space to review the success of your intervention in year 2.]** | | | | Final review notes:  **[Use this space to review the overall success of your intervention.]** | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £27,644 | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase 🞏  Decrease 🞏  Remain the same 🞏 | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease 🞏  Remain the same 🞏 |
| Year 2 | | | £28,784 | | Year 3 | £29,937 |
| Total anticipated expenditure: | £86,365 | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £ | | | | | | | |