

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Carshalton High School for Girls
Number of pupils in school	1246
Proportion (%) of pupil premium eligible pupils	28.3%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Maurice Devenney Headteacher
Pupil premium lead	Alice Driver Assistant Headteacher
Governor / Trustee lead	Mr Malcolm Munro Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£356,838
Recovery premium funding allocation this academic year	£97,014
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0.00
Total budget for this academic year	£453,852

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, will have a better chance of success than if they attended any other school in the Borough. This starts with having high aspirations for all our students and a culture of 'advantaging the disadvantaged', including those who are already high attainers, across our 5 core curriculums. School matters for everyone, but it particularly matters to our disadvantaged students, and we understand that our students are not at risk of underachievement simply because they are disadvantaged, but it is instead the direct impact of socio-economic disadvantage on their learning over time. Consistently high achievement across a challenging, equitable curriculum is essential therefore if we are to prepare them for further education and better career opportunities. Students are entitled to have the best expected of them, regardless of their background or situation.

The primary focus of our pupil premium strategy is to make the biggest difference to our students in our classrooms. An excellent curriculum with a relentless focus on excellent and inclusive teaching and learning is at the heart of our approach. Our teachers are subject experts, and we seek to base our provision on research, both national and local including the EEF Teacher Toolkit and the Sutton Trust to ensure that they pass on their knowledge to students in the most direct and effective ways. Teachers plan and deliver high quality, challenging lessons and respond to the academic needs of our students ensuring that powerful knowledge is learnt, remembered, and supports every child to achieve their fullest potential.

We create a culture that teaches to the top, yet says it is OK to get things wrong in our classrooms. We do not place differentiated ceilings on anyone, and students are challenged to take risks and to participate rather than passively make their way through a lesson. Staff are vigilant and monitor for students who are passive. In the context of an all-girls school these factors are key.

The professional development of all our staff is essential in continuing to improve both the effectiveness of teaching and learning and the pastoral care at our school. Our professional development is directly linked to our whole school priorities, which are always aimed at advantaging the disadvantaged and to improve the learning of all students. We use assessment not assumption, and we have moved away from being 'label-led', to a more 'learning-led' approach. The causes and consequences of disadvantage affect all students and as such our pastoral intervention is bespoke and targeted. Using rigorous formative and summative assessment we can identify forensically and correlate how disadvantage has impacted on each individual student and their learning.

The approaches we have adopted act to provide an appropriate balance between academic and pastoral support to help students achieve their best.

To ensure they are effective we will:

- act early to intervene at the point need is identified.
- ensure interventions are responsive to appropriate assessment and evaluation avoiding subconscious bias.
- guarantee that staff receive appropriate CPD, so they are well-informed on how to best support disadvantaged students and take responsibility for their progress.
- take a 'longer-term' approach to our intervention rather than a series of 'short fixes'.
- embed clarity on the roles of individuals and the methods we use to ensure everyone understands the contextual challenges of disadvantage.

Educational disadvantage includes all students whose achievement is at risk because of their social and economic circumstances. Our strategy is designed to meet the needs of all our vulnerable students in the current climate, taking in to account the loss of learning due to the pandemic. The approaches outlined in this strategy support all our vulnerable students, disadvantaged and non-disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, observations and discussions with students and families suggest that the education of many of our disadvantaged students has been severely impacted to a greater extent than for other students by partial school closures. These findings are endorsed by several national studies.</p> <p>This has resulted in significant gaps in literacy skills and subject knowledge, resulting in students falling further behind age-related expectations and their non-disadvantaged peers.</p>
2	<p>Observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when revising for academic assessments. It is clear that some students are unable to identify how to revise and also what they need to do to improve their work. Some students also struggle with organisation of their work.</p>

3	Attendance rates for disadvantaged students in 2021-22 were 89.19%. Students with poor attendance notably fall into a cycle where absenteeism contributes to anxiety about school and lack of engagement and therefore further absences.
4	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem. These challenges particularly affect disadvantaged students.
5	We are aware that our disadvantaged students often need additional information and support in terms of developing aspirations and progressing to further education. They can often lack understanding about career opportunities and the routes that are available to them in the future.
6	<p>Research suggests that disadvantage students lack cultural capital - the powerful knowledge they need to be successfully mobile.</p> <p>We also recognised that following COVID-19 restrictions (ie lockdowns) our students needed access to a wide variety of experiences to extend their cultural capital in terms of the curriculum they study and the opportunities they participate in beyond the taught curriculum.</p>
7	<p>Our observations also note that disadvantaged students can lack access to resources, such as revision materials, IT access and peripatetic music tuition. Some disadvantaged students do not eat an adequate breakfast in order to prepare them for school.</p> <p>Some of our students also require support with the purchase of or replacement of uniform. The requests for uniform support have dramatically increased since the start of the pandemic.</p>

Intended outcomes

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

Intended outcome	Success criteria
Excellent attainment outcomes for disadvantaged pupils across the curriculum at the end of KS4.	<p>Disadvantaged students' progress lies within the top quintile nationally.</p> <p>95% of students undertake the EBACC.</p> <p>At KS3 100% of student progress is at least maintained – student ranking is within a 10% tolerance.</p>
To achieve and sustain improved attendance for disadvantaged pupils.	<p>Sustained high attendance by 2023/24 demonstrated by overall attendance rate of 93.5%</p> <p>Persistent Absence (PA) is reduced to pre-pandemic national rates of 10.9% by 2023/24.</p>
Improved reading comprehension among disadvantaged pupils across KS3 and KS4.	<p>Students read at least 6 fiction books a year.</p> <p>Students have a greater understanding of tier 2 language as evidenced by NGRT.</p> <p>Fluency of reading tests – all students have a reading accuracy rate of 85%.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Students can use revision techniques as standard practise.</p> <p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.</p> <p>Homework completion rates improve.</p> <p>Disadvantaged students' progress lies within the top quintile nationally.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from student voice, student and</p>

	<p>parent surveys and teacher observations.</p> <p>A significant increase in participation in enrichment activities by disadvantaged students.</p>
Improved success in GCSE music exam, particularly for disadvantaged students.	<p>ALPS 3 overall</p> <p>4+ 80%</p> <p>5+ 65%</p> <p>7+ 30%</p>
All students who require uniform/equipment/resources will have their needs met, including those who need breakfast before school.	<p>100% of students use workbooks in all of the subjects they study.</p> <p>100% students are able to access the school VLE to retrieve homework information and additional subject resources.</p> <p>Students are equipped for school and lack of equipment/uniform does not impact on attendance.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 292,264

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raised awareness and identification of key groups, SEN, PP and HA students.</p> <p>All staff know who students are in their lessons and they can closely monitor and support the needs of individual students in their classes.</p> <p>Use of Provision Map to track individual interventions and support for each child and the introduction of Class Charts to support teachers in accessing this information.</p> <p>Monitored through monitoring standards, DDI's, DLRs and data drops.</p> <p>Target Setting for disadvantaged students. All staff write targets for disadvantaged students after each data drop regardless whether they are on track or not. These targets therefore are for both intervention and prevention.</p> <p>Gaps in learning, misconceptions, interventions and using the curriculum to advantage the disadvantaged are identified post data-drop.</p>	<p>In addition, DfE guidelines on successful schools pointed out that schools used 'robust tracking systems 'as well as ensuring that class and subject teachers knew which pupils were eligible for the PP' as well as 'more successful secondary schools tended to focus on Year 7 as well as older year groups, less successful secondary schools were focusing their attention and resources on Years 10 and 11.'</p> <p>In contrast, interviewees in more 'successful schools saw pupils from PP backgrounds as individuals, each with their own set of challenges, talents and interests. They believed that all pupils have the capacity to succeed and that the school's role was to ensure success for everyone.' (DfE, 2014)</p> <p>Impactful teaching suited to girls standardised across school.</p>	1, 3, 4, 5 and 7.
All students in Years 7-10 experience high quality reading in tutor time to develop their	Improves vocabulary development by increasing exposure to words and text – this is strongly correlated to	1

<p>vocabulary knowledge and improve their reading.</p> <p>This forms part of the wider Literacy Curriculum.</p>	<p>attainment outcomes at GCSE.</p>	
<p>Students in years 7 – 10 experience Disciplinary Literacy within each of their subjects.</p> <p>This a Whole School Priority for the this academic year (2022/23). We will use whole-school CPD delivered regularly throughout the year to support HoD's in embedding and developing this in their subject areas.</p> <p>NGRT reading results will be analysed and shared with teachers to inform their planning.</p> <p>Students will read aloud more often in lessons as part of this strategy.</p> <p>Wider Reading Curriculum in English is resourced with texts that support other subjects.</p>	<p>Literacy skills are both general and subject specific.</p> <p>The EEF Guidance Report on Improving Secondary literacy states that it is important that we emphasise the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.</p>	1
<p>Students have a stronger awareness of the learning process through practise and consistent engagement across the curriculum with specific revision strategies.</p> <p>Specific metacognitive revision strategies will be taught and reviewed with each year group during the academic year through the Personal Development curriculum, so that students build on the knowledge of metacognitive strategies as they progress throughout the school.</p>	<p>The Educational Endowment Foundation's (EEF) Teaching and Learning Toolkit ranks strategies by the "extra months" of pupil progress they secure and topping their chart is feedback tied with metacognition and self-regulation.</p> <p>Both these strategies have, says the EEF, "consistently high levels of impact, with pupils making an average of eight months' additional progress". The EEF also states that "teaching these strategies can be particularly effective for low-achieving pupils".</p>	1 and 3

	<p>The EEF argues that metacognition and self-regulation must be explicitly taught.</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Development of our new Home Learning policy, and appropriate systems, to assist students' accrual of knowledge so that they are more likely to remember what they have been taught.</p> <p>The Home Learning set by departments will facilitate students learning and re-learning of content in the knowledge organisers.</p> <p>Extended Tasks set by departments will facilitate students being able to explore each subject beyond the parameters of the National Curriculum.</p> <p>Staff training is required to support this initiative. This will be delivered in-house.</p> <p>Students will require a Home Learning booklet, exercise book and plastic wallet for each term.</p> <p>Curriculum Leaders will need to provide the relevant Knowledge.</p>	<p>Homework EEF (educationendowmentfoundation.org.uk)</p> <p><i>"Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils."</i></p> <p>The highest effects of homework in secondary schools are associated with rote learning, practice or rehearsal of subject matter; more task-orientated homework has higher effects than deep learning and problem solving. (Hattie, <i>Visible Learning</i>)</p>	1, 2, 3 and 7
<p>Make better use of assessment and data analysis so we can identify issues early.</p> <p>Quality assurance of termly assessment papers.</p>	<p>Gathering evidence on how well students have learned and retained knowledge about certain topics enables teachers to address misunderstanding and provide the right interventions to support</p>	1 and 3

<p>Use of ranking to track student progress to ensure support is provided as soon as possible, with pastoral teams monitoring over progress across all subjects.</p> <p>A consistent approach to how data is viewed will be applied. Staff training will also be provided on how to interpret assessment data.</p>	<p>students who need additional help.</p>	
<p>We are providing bespoke training for our Heads of Year and other pastoral staff.</p> <p>Each HOY meeting has a different focus to ensure pastoral staff have the knowledge and understanding on key issues. The training is delivered by external professionals covering the following topics</p> <ul style="list-style-type: none"> • Supporting students with mental health and well-being • Understanding the impact of trauma and advanced childhood experiences (ACES) • Supporting students that self-harm • Supporting students in school who have witnessed domestic violence 	<p>There is an increasing need to provide emotional and well-being support for our students.</p>	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,637.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic tutoring in English, Maths and Science for high	'Tutoring is one of the most effective ways to accelerate pupil progress. Evidence	1

ability disadvantaged students in year 11.	suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil.' (DfE, 2021)	
<p>All students in Years 7-10 experience high quality reading in tutor time to develop their vocabulary knowledge and improve their reading.</p> <p>This forms part of the wider Literacy Curriculum.</p>	Improves vocabulary development by increasing exposure to words and text – this is strongly correlated to attainment outcomes at GCSE.	<p>All students in Years 7-10 experience high quality reading in tutor time to develop their vocabulary knowledge and improve their reading.</p> <p>This forms part of the wider Literacy Curriculum.</p>
<p>Alternative Provision Curriculum</p> <p>A new addition to our curriculum on 2022-23.</p>		1, 2, 3, 4 and 5
<p>Year 7 students receive intervention to support progress in literacy and mathematics.</p> <p>Maths sets are organised in the summer. Students who are the furthest away from being secondary ready are placed in small classes of 6-8 students are taught by the Director of Maths.</p>	Those who are deemed to be not secondary ready will be supported so that they can access the secondary curriculum. Students will feel confident and capable to learn at a secondary level. Students will be able to access the learning so that they make more than expected progress.	1
Reduced class sizes in English, Maths Science, MFL, History and Geography in Years 7 - 11	Reducing class size has a small positive impacts of +2 month, on average. (EEF)	
The Access Project (launching with students) - helping students in Yrs 10-13 from unrepresented backgrounds access the UK's top universities through a combination of academic	'The route to the top 40-50 universities in the UK is difficult to navigate without a support network.' (The Access Project, 2020.)	1, 3 and 6

tutoring and in-school mentoring.	‘One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum. Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.’ (EEF)	
<p>Students receive academic support in terms of free revision guides and resources.</p> <p>Financial support is also offered to fund practical subjects where tangible resources need to be purchased for learning to take place, such as food technology.</p>		7
<p>Laptop provision and homework clubs.</p> <p>Laptops will be provided to any students who are disadvantaged by not having access to a computer at home to access our online platforms and are therefore limited in how they can engage with their learning outside of school.</p> <p>In school homework clubs, held in IT rooms, staffed by teaching assistants also support students who have limited access to IT/internet, don’t have a quiet space to work, and/or need additional support with completing and organising homework.</p>	<p>The EEF states that ‘Pupils eligible for free school meals typically receive additional benefits from homework.’ The impact of effective homework can be +5 months.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £141,950.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO Services 2 days a week	<p>Central to raising standards in education and ensuring all students can fulfil their potential is a need for all students to attend school regularly to benefit from their education. (School Attendance: main guidance, DfE 2022)</p> <p>School attendance ‘improving consistency of support’ - February 2022 DfE</p> <p>The average impact of responsive and targeted approaches to attendance is positive. (EEF, Attendance Interventions: Rapid Evidence Assessment, 2022)</p>	4 and 5
ELSA (Emotional Literacy Support Assistant) training for PSO’s to build the capacity to support the emotional needs of our students. The training will allow PSO’s to develop and deliver individualised support programmes to meet the emotional needs of students in their care.	<p>It is recognised that children learn better and are happier in school if their emotional needs are also addressed.</p> <p>‘ELSAs reported increased knowledge of ways to help children and young people understand and talk about how they might feel.’</p> <p>Tower Hamlets Educational Psychology Service (2018)</p>	4
<p>To develop and implement a mental wellbeing strategy to destigmatise, raise awareness and promote positive lifestyle choices for mental and emotional wellbeing amongst our students.</p> <p>Tailored support for identified students.</p> <p>School counsellor appointed and working with identified students and families.</p>	<p>Disadvantaged students are more likely to suffer from mental health issues, especially as they take on the stresses of and are hearing about relative deprivation. This has been compounded by lockdown.</p> <p>Attendance should improve with enhanced mental wellbeing.</p>	3 and 4
Resource materials provided to support	The EEF states that metacognitive strategies have “consistently high levels of impact, with pupils making an	3 and 7

metacognitive strategies and revision.	average of eight months' additional progress".	
Uniform bursary – providing support with any uniform items from main school uniform to PE kit.	<p>Providing a uniform bursary for our families in receipt of free school meals helps to support those most in need to ensure that students have the appropriate uniform they need to engage in school in the same way as non-disadvantaged students. This initiative helps to support our attendance objectives.</p> <p>'Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.'</p> <p>School uniform EEF (educationendowmentfoundation.org.uk)</p>	5 and 7
<p>Attendance officer used to monitor attendance, meet with parents and issue PN's. This is a Whole School Priority for the forthcoming year (2022/23).</p> <p>Class Charts with attendance module</p> <p>Class Charts and Provision map allow staff to log, cost and review provision for students receiving them and allow us to better monitor and evaluate individual interventions.</p>	<p>'Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.' Gov.uk</p> <p>School attendance guidance (publishing.service.gov.uk)</p>	5
<p>School careers co-ordinator who leads on our careers curriculum.</p> <p>Years 7-11 receiving Careers lessons, 20 minutes every other week delivered by tutors. Students work from a bought in Careers booklets that is mapped against the CDI framework and works towards the Gatsby Benchmarks.</p>	<p>'Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.'</p> <p>Good Career Guidance Education Gatsby</p>	6

<p>Students also take part in 'Careers Days' throughout the academic year. Careers evenings are also part of this provision, to include guest speakers, information and resources for both students and parents.</p> <p>We will ensure that the eight Gatsby benchmarks of Good Career Guidance provide the foundations of our careers curriculum and our students are better equipped to make informed choices about their next steps.</p>		
<p>Pastoral support which focuses on the individual needs of each student – development of how pastoral support is monitored and reviewed and development of the role of the pastoral support officer to include the mentoring of students.</p> <p>The pastoral support structure in school includes a Head of Year (HOY), Assistant Head of Head (AHOY) and a Pastoral Support Officer (PSO) working with every year group. The additional staffing in this area allows us to ensure all students have access to the individual support they require.</p>	<p>'Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.'</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	4 and 5
<p>Wider co-curricular programme with more rigorous analysis of attendance. We want to increase the number of disadvantaged students</p>		6

attending our co-curricular programme. Using Evolve we will be able to continually monitor and promote our provision.		
Duke of Edinburgh – funding available for disadvantaged students to support the cost of involvement.	DoE helps students to develop skills such as communication, commitment, leadership and teamwork. It also develops confidence and the experiences students obtain from being involved are invaluable. Skills and experience are relevant when applying for college, university or a job.	6
Breakfast club	Research shows that benefiting from a healthy breakfast and lunch can improve students' diet and also improves concentration, alertness, comprehension, memory and learning. (Family Action, 2019)	3 and 4

Total budgeted cost: £453,851

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

During 2021-22 departments prioritised their curriculums to ensure they were diverse, knowledge rich with a considered approach to sequencing of key knowledge and skills, and that they embedded metacognitive strategies in day to day teaching. Workbooks were (and will continue to be) developed and utilised to support all students in lessons as well as ensuring they have vital resources which help them access their learning. This consistent approach across the school has without a doubt contributed to the outcomes we achieved in summer 2022 which exceeded those in 2019. Our overall Progress 8 score was 0.22 and in 2019 it was -0.01. The Progress 8 score for PP students was -0.15 in 2022; in 2019 it was -0.28. The Progress 8 for non-PP in 2022 was 0.41 so it is important we work to continue to close this gap.

52% of PP students achieved a grade of 4 or more in English and Maths vs 73% of non-PP students. 36% of PP students achieved a grade 5 or more in English and Maths vs 56% of non-PP students. Further attention will need to be given in these core subjects to close the gap between PP and non-PP.

The EBacc element was concerning for PP students. The overall P8 was -0.03 and this was -0.53 for PP students due to low grades in Science and MFL.

Overall attendance in 2020/21 was lower than in the preceding years at 91.46%. Absence among disadvantaged pupils was 88.33% in comparison with non-disadvantaged students whose attendance was 92.82%. These gaps continue to be a concern, which is why further strategies to support student attendance have been prioritised in 2022-23.

Our behaviour data showed that disadvantaged students were more likely to be removed from lessons and were more likely to receive detentions for being late to school and for not completing homework. Our assessments to inform us that we need to continue to prioritise support for student's well-being and mental health, particularly for our most disadvantaged students. Our approach during 2022-23 year will continue to support students in these areas.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Girls on Board – approach to help girls navigate friendship issues.	Girls on Board Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Development of the school assessment policy to ensure teaching is responsive to student needs. Teachers use data from initial, formative and summative assessment to address gaps in learning.
- Use of teaching and learning coaches to improve teaching and learning. Lesson observations provided by the Teaching and Learning Coaches, on either a directed or voluntary basis.
- Ongoing development of a personal development curriculum for KS3-5, which includes the PSHE curriculum.
- Development of the SEND department - guaranteeing that every child on the SEND register is provided with provision 'different to and beyond' what others students receive, at least once per academic year.
- Development of co-curricula provision to include a broad range of activities to boost wellbeing, behaviour, attendance, and aspiration. such as Young Interpreters, Chess club, choir, sports clubs, Maths clubs, Science, Language Club and Global Citizens. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

Planning previously did not anticipate COVID-19 and the impact on students caused due to loss of learning. Some strategies were adapted on not fully embedded due to impact of COVID-19 and are therefore being revised as part of this plan.

Further evaluation will need to take place throughout this academic year to assess the impact of strategies and this evaluation will enable us to ensure we offer our students the best possible support moving forward.