Key Areas	Progress Impact
Priority 1 **Lead: Head of English** Establish quality phonics teaching through the development of Read, Write, Inc (Ruth Miskin) in Primary & for targeted groups across Secondary to improve outcomes for reading, writing & phonics, through good quality CPD, the introduction of 'Get Writing' in KS 1 & 2, consistent approach to Phonic Assessment & implementing & monitoring English interventions for Phonics across KS 3, 4 & 5. (Linked to English Action Plan & RWI Assessment for 2020.21)	Primary content below

Primary

- Observations from Learning Walks / Coaching Observations identify there is a consistent approach to the teaching of phonics in Primary, with evidence of embedded practice & practice to share in 75% of lessons.

Primary progress for RWI

Class / Year	No of students	% of students making progress	Notes
Willow (Yr 1 / 2)	13	85%	15% not ready for RWI prog
Acorn (Yr 2 / 3)	11	82%	9% (1 student) not ready for RWI prog. 9% (1 student) moved into specialist support base.
Ash (Yr3 / 4)	13	100%	
Elm (Yr4 / 5)	14	100%	
Oak (Yr6)	13	92%	8% (1 student) long term absence.

Secondary

- Based on initial Read, Write Inc phonics' assessments as students entered Year 7 & internal assessments based on performance in class (Year 8 & above), students were identified as priority students in need of phonics interventions.

Year	No of students	% of student making progress

7	14	72.7% (11 students)
*8	4	100%
*9	4	100%
*KS4.1	13	76.9% (13 students) 3 waiting assessment
KS 5	4	100%
Nurture	8	75% (6 students)

- *Student in year group waiting for Dyslexia Assessment
- *The data indicates 3 students in Year 7 students & 2 students in Nurture have regressed from their initial assessment – these students will be identified for intensive RWI intervention Sept 21. They are students who have significant communication delay & complex learning needs.
- RWI Interventions (links to Specialist Support) started in Summer Term for Key Stage 3, 4 & 5 students to monitor the impact of intensive 1-2-1 RWI input. 64% of students are Pupil Premium.
- This was provided to 14 students twice a week, with a view to extending in Sept 21 if data indicates it is having the intended impact.

Student	Year	Starting Score	End Score	Progress
*Student A (A)	7	50	54	4 8%
Student B (T)	7	125	201	76 60.8%
Student C (A)	7	124	204	80 65%
Student D (L)	7	111	174	63 57%
Student E (A)	9	44	82	38 86%

Student F (P)	9	94	119	24 27%
Student G (C)	10	83	256	173 208%
Student H (C)	10	93	391	297 320%
Student I (E)	10	81	223	142 240%
Student J (Z)	10	43	58	15 35%
Student K (F)	10	53	196	143 270%
Student L (J)	10	41	57	16 39%
Student M (C)	11	57	68	11 19%
Student N (L)	11	81	159	78 96%

- During the 11 week block all the students made progress, with 9 students making over 50% progress.
- *Student A is receiving additional specialist teacher input & is part of a case study to review the level of their literacy difficulties & what other intervention strategies can support progress.
- The scores provided vary dependent on the ability of the student being assessed using the RWI assessment for each term. This may include number of phonemes learnt, blending skills, reading of pseudo-words, reading of high frequency words and words read per minute.

Reading Outcomes from SOLAR

Year Group	Below	Just Below	On Target	Exceeding Target
KS 1	No recorded data			
KS 2 (12 students)	*11	0	67	22
KS 3 (25 students)	*5	5	50	40
KS 4 (21 students)	0	10	85	5
KS 5 (14 students)	0	0	92	8

- The average across the Key Stages based on 72 students (See End of Year Assessment Data 2020.21) identifies 92% of pupil premium students are either 'on track' or 'exceeding.' Comparing to 2019.20 data there is a 2% rise.

*KS 2
11% reflects 1 student who at the time of data collection was missing in education.
*KS 3
5% reflects 1 student with SEMH / social care needs – additional interventions in place to support student.

Priority 2 **Lead: QoLTA** Improve the process of teaching & learning through the development of a three year plan to implement SOLO Taxonomy into the classroom. Develop a progressive and cohesive curriculum. Purposeful placement of subjects, clear skills progression in all subjects	- Evidence from Learning Walks / Coaching Observations demonstrate all teaching staff explicitly using SOLO taxonomy within their lessons & with feedback, with adaptations made to the model to accommodate the youngest & complex needs of students. Also, students are beginning to classify their learning outcome, use relevant language of learning & recognise the next steps for them in the learning process. - Table 1 shows the effect size of each area. Any effect size greater than 0.00 shows an improvement. Improvements in the students understanding and engagement of SOLO taxonomy can be seen in each category other than metacognition in Primary. The greatest improvement was that of student use of SOLO language in Secondary. One of the long term aims of using SOLO is to create a shared language of learning across the whole school. John Hattie (Visible Learning, 2009) indicates that an effective size of 0.4 indicates when 'real world difference' is seen and can be a benchmark of effective change. The percentages of impact in the second table show good rates of development over a 12 week period of focus and have given confidence that the intentional use of SOLO is improving teaching and learning.

(Linked to QoLTA Teaching & Learning Report)	<u>Table 1</u> <u>What has been the impact of SOLO?</u>

Table 1

What has been the impact of SOLO?

Learning Process						
	Control	Know	Describe	Language	Metacognition	Feedback
Primary	0.30	0.22	0.21	0.23	0.00	0.22
Secondary	0.20	0.19	0.23	0.40	0.32	0.23
Whole School	0.16	0.14	0.16	0.25	0.22	0.17

- Table 2 shows the evidence from a SOLO Focused Impact Project undertaken in the summer term with the to;
  - Create a consistent approach to learning
  - Use a common language of learning
  - Allow for far transfer of learning.

  To achieve this, staff assessed the progress of a 'target group' of student across all groups in school to see what impact the use of SOLO was having so far.   The focus areas of progress were;
  - Learning process – Describe, Control and Know
  - Learning language
  - Feedback
  - Metacognition

  Each week the progress of students was recorded in a rubric.   Over the 12 week period there is evidence of progress in all focus areas, with the use of a common language of learning starting to have the greatest impact; this area was one of the highest priorities for school improvement to develop a common approach.

<u>Table 2</u>
<u>Impact of SOLO using Rubric to gain data across all groups in school.</u>

Baseline	Endpoint	Impact (% of students)
1.Time	1. Describe	1. Language (20%)
2. Feedback	2. Feedback	2. Metacognition (10%)
3. Control	3.Control	3. Feedback (15%)
4. Know	4. Know	4. Describe (15%)
5. Language	5. Language	5. Control (15%)
6.Metacognition	6.Metacognition	6. Know (13%)

- Created long term subject overviews to show how teaching & learning is implemented across the key stages enabling the opportunity to build upon knowledge & skills in a clearly structured approach.

Priority 3

Lead: QoLTA / Head of PHSE/SRE

Develop the PHSE curriculum to provide a detailed and comprehensive scheme of learning.

- Appointment of a Head of PSHE/SRE to lead the development of PFA (Preparation for Adulthood), PSHE & SRE, incorporating the new units of work into the subject plan.
- Mapping of PSHE units from Key Stage 1 to Key Stage 3.
- Subject lead role developing effective scheme of learning and resources to support the delivery of PSHE/Health & Well-being into Key Stage 4 & 5.

Priority 4

Lead: SLT / ICT Teacher

Provide support to ensure students have opportunities for good quality digital access and their online learning can be meaningful and engaging.

(Closely linked to Catch-up funding post pandemic.

- Membership to Online Safety Hub to gain relevant online training support for staff, parents & Governors. Provide curriculum guidance for teaching ICT.
- Staff completed Online Safety Training Modules.
- Remote learning was accessible for students with the use of Ipads or laptops. Over 70 Ipads were allocated to students to support them accessing home learning. These were either collected by parents or delivered to the student at home by a member of the senior leadership team.
- Support was provided to families to enable ensure accessibility & appropriate connectivity. Each lesson attendance was monitored & the engagement of students in remote learning activities during periods of school closure and/or isolation reviewed.
- Supplemented e-services service package to provide more ready accessible on-site digital support.
- 13 students (highest priority) using laptops to support their literacy skills.

Tier 2: Targeted academic support	
Linked to Priority 1: School Development Plan Forward Plan	
Priority 1 Lead: SLT / Head of English Develop staff expertise and establish a specialist intervention program to support students with specific literacy difficulties.	• 4 students from Key Stage 3 & 4 assessed for Dyslexia; with Baseline evidence gathered from RWI assessment / interventions taking place / Formal assessment by specialist teacher. • 3 students given diagnosis which will be updated in their EHC Plan. 1 student no Dyslexia diagnosis given. • Dyslexia Friendly Classrooms CPD provided to all teachers & TLSA's by specialist teacher. • Head of English in second year of Masters in Language, Literacies and Dyslexia. She offers specialist support to staff with intervention approaches, undertaking case studies on students identified with literacy difficulties & gives guidance to parents / carers.
Priority 2 Lead: SLT / Head of English/Maths (Linked to Tier 1 Teaching & Covid Catch Up Funding)	• TLSA for KS 3, 4 & 5 RWI intervention, to support the 'gaps' identified from baseline assessments. Twice weekly intensive input in 1-2-1 or small group situation.

Tier 3: Wider Strategies	
Linked to Priority 2: School Development Plan Forward Plan 1.3 Inclusion & Personalisation 1.3 Reviews directly lead to revised provision / classroom practice 2.3 School Community Well-Being 1.1. Systems in place to promote an environment to support students with their emotional resilience and mental health. 1.2 Involvement of families, staff and other professionals in supporting student well-being.	
Priority 1 Support provided to families	• Introduction of a Food Bank with families accessing regular food parcels. At the end of term, additional food parcels sent to support 25 families across school. • Introduction of Pre-Love Uniform Facility, to support with all uniform requirements. Evidence gathered for family need from a range of information including; Early Help, New Parent meeting discussions, Annual Review, Form Tutor Contact. • Supported over 70 families with stationary packs, 10 families with sensory packs & bespoke resources.
Priority 2 Providing a school based mentor / specialist counselling from an external provider to give 1-2-1 support to students identified as requiring additional well-being intervention.	• 5 students identified following evidence from input from multiple sources, including My Concern, have received 6 sessions over a period from Base 25 to support with areas such as emotional responses to trauma, including bereavement, online gaming behaviours, relationships & sexualised behaviours. • 2 of the 5 students received pro-longed sessions to provide restorative support. • 12 students seen on a weekly basis on the school-based well-being mentor on areas personal to each student, with support provided to parents / carers.