Review of Long-term Pupil Premium Strategy (2019-21)

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.

NB. Covid-19 adjustments are printed in red.

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

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.
6 months of term time missed in the 19-20 academic year due to COVID-19 school closures.	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.
	Access to digital learning is sometimes limited and students do not have adequate equipment and devices to cope with the demands of home and remote learning.
	Mental health and well-being issues and concerns as a result of the COVID-19 pandemic.

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 - for 2019-21 - we 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.   Specifically for the 20-21 academic year, CPD will focus on digital teaching to enable a whole school approach to blended learning. This will enable us to respond better to the demands of this academic year.

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.

4. Digital learning: sourcing and providing students with sufficient digital equipment to enable them to successfully access the online remote and home learning required as a response to Covid-19.

Full planning details for interventions are outlined in the 'Intervention planning in full' 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.

Note: as the DfE introduced a new PP Strategy document in September 2021, this planned three year strategy document has been amended to cover the two years from 2019-2021. A new one year strategy document for 2021-22 is also available on the school's website.

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.

Now this two-year term has been completed, a new one 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.

For the 19-20 review, targeted interventions were not able to be reviewed in the same thorough and robust way. The 20-21 strategy is a continuation from the last academic year with some key COVID-19 additions and amendments.

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 and the schools' performance table page on the school website.

Our funding

Funding summary: Year 1 (Financial year: April 2020-March 21)				
Total number of pupils	1102	PPG received per pupil	£955x (PPE6) £ £2,345X (former LAC) £900 (services)	Indicative PPG as advised in School Budget Statement	Original budget statement (issued in February 2020) was £396,258.
		Number of pupils eligible for PPG	420	Actual PPG budget	£ £404,430

Funding estimate: Year 2 (Financial year: April 2021-March 22)	
Estimated pupil numbers	Y7=240, Y8=238, Y9=234, Y10=231, Y11=205 TOTAL: 1148
Estimated number of pupils eligible for PPG	44% of 1148 = 505
Estimated funding	£472,175 NB – this takes into account the £20 increase per student for 2020-21.

Funding estimate: Year 3 (Financial year: April 2022-March 23)	
Estimated pupil numbers	Y7 = 240, Y8 = 240, Y9 = 238, Y10= 234, Y11 = 231 TOTAL = 1183
Estimated number of pupils eligible for PPG	44% of 1183 = 520
Estimated funding	£496,600 NB – this takes into account the £20 increase per student for 2020-21.

Intervention planning in full

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		
	ARG group meetings have not been scheduled for the 20-21 academic year due to COVID restrictions in terms of social distancing. The key principles will still feature in lesson planning but the shift, for the 20-21 academic year, is towards online and digital training and learning. [see below]		
Implementation	Year 1	Year 2	Year 3

	How we will implement this intervention in year 1 (19-20):	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review)(20-21):	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review) (21-22):
	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.	Continue to embed original principles into every day teaching practice. Recruit & lead a team of Digital T&L co-ordinators to plan and deliver a layered programme of virtual CPD throughout the year – at present (Sept 2020) 3 digital TLR 3 holders have been employed to deliver action research sessions and CPD in all areas of digital remote learning. Ensure access to effective CPD for all staff at all stages of their careers to develop their classroom and digital teaching & learning. Further use of ARG to develop strategies to engage and challenge through online and digital learning. Develop ARG in relation to socially distanced learning strategies and sharing of good practice.	Develop ARG in line with our new 'Highly Effective Teaching and Learning' Programme. ARG will focus on the following 6 strands over the next 2 academic years: 1. Practice and Writing Skills 2. Challenge, Reading and Expanding Vocabulary 3. Modelling and Explanation 4. Questioning, Feedback and AFL 5. Digital Skills 6. Differentiation (including SEND) These will be underpinned by our four whole school threads: - Behaviour for learning - Literacy - ICT Provision - Curriculum planning (including SEND)

	Annual review notes(19-20):	Annual review notes(20-21):	Final review notes(21-22):
Light-touch review notes	COVID Response: Action Research has now shifted from the 6 key principles to Digital T&L. Training for staff and students in various platforms for remote and distanced learning – such as: Google Classroom GCSE Pod Seneca Google Forms Yacapaca Kahoot The 6 principles will still form part of our expert teaching strategy as they are embedded at present. This is evidenced in the lesson observations that were undertaken prior to school closure in March 2020.	Training undertaken by staff during lockdown from March 2020 throughout 2020-21 has led to a significant increase in the online learning packages being utilised by staff - both during and following school closures. CPD programmes were co-ordinated by CEA with bespoke training delivered in Google Classroom, GCSE Pod, Google Meet, Voice notes for verbal feedback, Google Forms for quizzes and tests, Loom for video recording of lessons and sections of lessons, Google Slides, Kahoot, use of visualisers, Seneca Learning, and Yacapaca. Staff feedback in the March 2021 professional reflection meetings demonstrated that all staff felt confident in their use of the online / web based learning packages being utilised.	N/A
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	Increase ☐	Is expenditure anticipated to increase,	Increase ☐

			or remain the same?	Decrease ☐ Remain the same 🔴	decrease or remain the same?	Decrease ☐ Remain the same 🔴
			Year 2	£10,140	Year 3	£10,140
	Total anticipated expenditure:	£30,420				
Actual expenditure	Year 1	£30,420	Year 2	£30.420	Year 3	NA
			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:	£30,420				

Intervention:	2. 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		
	Year 1	Year 2	Year 3
Implementation	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.	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.	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.

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.	Research and trial ways to incorporate longer writing tasks in all lessons to develop the longer writing required in exams. COVID-19 Adjustment: Y7 are now reading for 10 minutes and can only change their library books within their library lessons - boxes of books have been given to staff who needed to support this. Y8 - We are developing a 'deliveread' 'Justread' system for Y8 this will involve them choosing 4/5 books from a list -the librarian will then collect the books together, and book them out and these will then be 'delivered' to English KS3 staff. This is taking time as not all books are back from pupils who borrowed last year and the 72 hours quarantine that needs to be in place. Y9 - additional bookmark books have been ordered and we will hopefully then roll the above to Y9 as well. Researching a 'click and collect' as the new library system has books that pupils could browse online. Develop a strategy to implement reading into everyday practice and evolve as circumstances change. Introduce Covid Guidelines for use of library during library lessons and lunchtime opening.	Response and re-adjustment due to Covid 19: Finalised times for KS3 reading this year: Reading will take place in form times and during P4/5 lessons: Pupils will be reading during 3 form times each week P4/5 lessons: Y7 pupils will do a further 10 mins reading for the first 10/15 mins of P4 - they will then go for lunch and return to do their lesson Y9 pupils will do a 45 min lesson - go to lunch and return to do a quiet 10 min reading at the end of P4 Y8 pupils will do their 10 mins at the start of P5 Exempt subjects are ART, PE, and Music due to their limited curriculum time Explicit teaching of vocabulary with 'the power of language is realised' becoming a key are on the SIP. Actions include: Introduce form time vocabulary learning of tier 2 words 'A Wealth of Words'. Tier words to be taught explicitly in KS3 schemes of work and evidenced in curriculum planning in all schemes by the end of 2021-22.

Light-touch review notes	Annual review notes(19-20):	Annual review notes(20-21):	Final review notes(21-22):
	Evidence:	SEE BELOW	N/A
	Borrowing:		

Year/Term	1	2	3	Grand Total
2013/14	657	481	453	1591
2014/15	1039	563	266	1868
2015/16	985	434	405	1824
2016/17	1088	752	683	2523
2017/18	1642	759	586	2987
2018/19	2740	1484	2112	6336

Total borrowing shows at the 15/7/19 an overall increase in borrowing of 112% on the same time in the previous academic year

Pupil Voice:

80% of pupil response (500 pupils sampled across y7-10) show DEAR is embedded into form time with pupils reading 3+ times per week.

In addition 95% y7 responses indicated it was embedded in to P4 lessons.

73% of respondents showed a positive attitude and can give clear reasons why

	they believe it is important. Soft data - the library is full each lunchtime and increased borrowing also indicates an improvement in pupils reading and the value they place on reading. *Data taken from student voice Dec'18 in the reading folder* *Reading rewards:* Have increased from 4320 in term 1 2018 to 8980 in term 1 2019	

Annual review notes(20-21):

Numbers dropped dramatically in 2020/21 due to Covid. The library was shut and only Y7 could regularly borrow books as they had a library lesson. We also had a period of lockdown and times when bubbles of pupils were not in school due to being contacts. Despite this pupils still borrowed books at the same level pre bookmark initiative.

Year/Term	1	2	3	Grand Total
2013/14	657	481	453	1591
2014/15	1039	563	266	1868
2015/16	985	434	405	1824
2016/17	1088	752	683	2523
2017/18	1642	759	586	2987
2018/19	2740	1484	2112	6336
2019/20	4756	2454 (20.3.20)	-	7210 (20.3.20)
2020/21				2854

| 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 ☐
*Due to Covid restrictions | 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 2	£3476	Year 3	£3545
	Year 1	£3407	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:	£10,428				

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.

	Annual review notes(19-20):	Annual review notes:	Final review notes:
Light-touch review notes	COVID Response: A review of expert teachers employed using the PP funding would take into account the external data from GCSEs. As school was affected by the closure in March 2020, data for KS3 and KS4 was not collected. As such, a detailed analysis cannot be undertaken.	COVID Response: A review of expert teachers employed using the PP funding would take into account the external data from GCSEs. As school was affected by the closure in March 2020, data for KS3 and KS4 was not collected. As such, a detailed analysis cannot be undertaken.	NA
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 2	£137,505	Year 3	£145,464
	Year 1	£127,755	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:	£410,724				

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** 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.	**Year 2** 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. COVID Response: Where possible: Small group intervention / classroom support / withdrawal of groups or individuals as identified by the Subject Leader / classroom teacher / HLTA.	**Year 3** 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.

	Annual review notes(19-20):	Annual review notes(20-21):	Final review notes(21-22):
Light-touch review notes	COVID Response: Data regarding HLTA interventions is not available due to the school closures from March 2020 onwards.	COVID Response: Safety protocols within school have limited the small group interventions. HLTA roles have been variable and have included further use in library lessons as well as covering for absent colleagues.	N/A

	Annual review (19-20)	Annual review (20-21)	Final review (21-22)
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ (highlighted) • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ (highlighted) • 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 ☐ (red) Remain the same ☐	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ (red) Decrease ☐ Remain the same ☐
			Year 2	£79,276	Year 3	£80,685
	Total anticipated expenditure:	£239,942				

Actual expenditure	Year 1	£79,981	Year 2	£79,276	Year 3	No science HLTA
			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:	£213,047 (less due to no science HLTA)				

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		
	Year 1	Year 2	Year 3
Implementation	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. Development of online IDL lessons – now outside of school. 20 literacy and 10 numeracy in the first instance. Employment of a primary trained assistant SENCO.	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.

Light-touch review notes	Annual review notes(19-20): COVID Response: Data tracking was undertaken in November and March. Schools were closed in March 2020. Further interventions were not possible due to distanced learning. Gathering of reading ages and spelling ages in Y8 are key in identifying if students have made progress or if gaps have widened. This will also be key in analysis of their English tracking data. The introduced 'recovery curriculum' (September 2020) should identify causes for concern. HoY are also key players when identifying issues.		Annual review notes(20-21): **Year 7 Project Group did not run in 2020-2021 due to 'bubble' restrictions of groupings in Year 7. It will be re-established in 2021-22.**		Final review notes(21-22): N/A	
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: N/A • 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	Increase ☐ Decrease ☐ Remain the same ☐

					same?	
			Year 2	£30,728	Year 3	£32,239
	Total anticipated expenditure:	£91,926				
Actual expenditure			Year 2	£30,728	Year 3	£32,239
	Year 1	£28,959	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:	£91,926				

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		

	Year 1	Year 2	Year 3
Implementation	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.	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.	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.

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.	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. COVID Response: Basic literary testing for year seven has taken place four weeks later than normal due to 1-1 sessions being needed in the EAL office (which had to be adjusted) The initial month after the summer consisted of a focus on year seven students – getting to know them (initial meetings) and assessing their abilities in lessons and welcome sessions/ assessing how much impact missed schooling had before summer Initial NASSEA assessments will be completed just before Christmas for years 8-11 (these will require TA's to go into classrooms and stand at the front of rooms to observe learning in class rather than 1-1 sessions) Form-time reading interventions have been paused	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.

		It has been necessary for us to prioritise years 7, 10 & 11 in terms of in classroom TA support – with one TA staying in year seven classes, one in year ten and then them sharing year 11 support	
		CPD will need to be prepared and delivered online rather than in classroom as in previous years	
		Student buddying system has had to operate within COVID bubbles	

	Annual review notes(19-20):	Annual review notes(20-21):	Final review notes(21-22):
Light-touch review notes	Due to Covid-19 and the ensuing school closure, the data required for analysis at the end of the 2019-20 academic year was not collected.	KS4 Champions project and form time reading sessions did not run due to 'bubbles' and year group COVID restrictions. 1-1 support sessions with priority students were run in the EAL office. Support methods were adapted for our 'priority' students (year seven EAL students, one Y9 student and two Y10 students). EAL TA's used an EAL classroom on Google Classroom to set specific tasks for core subjects which were then marked – thus supporting the new learners. NASSEA assessments were completed at all three points in the year - end of year reviews show that all the priority students have either made steady progress or maintained their speaking, reading and writing levels. KS4 Champions project and form time reading will be resumed next year – 2021-22.	N/A
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 2	£20,722	Year 3	£21,383
	Year 1	£20,080	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:	£62,185				

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		
	Year 1	Year 2	Year 3
Implementation	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.	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	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):

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.

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.

COVID Response:

As yet, the exact format for parents' evenings for 20-21 has yet to be decided as the school is running under very different protocols.

Outside visitors and agencies are discouraged from visiting school under the current procedures (Sept 2020) and therefore systems are under review in terms of how these events can run remotely or digitally.

Update: July 2021
Parents' evenings for years ….. ran digitally and remotely.
Feedback was positive and attendance was:

Light-touch review notes	Annual review notes(19-20):	Annual review notes(20-21):	Final review notes(21-22): **N/A**
	Average attendance at parents' evenings in 19-20: 79% compared to 74.8% in 18-19 An increase of 4.2%	Due to a move to trialling online parents' evenings, PP data was not recorded for the three parents' evenings that took place in 2020-2021. This recording of data is a high priority for the 2021-2022 academic year.	
	Average PP attendance at parents' evenings in 19-20: 70.3% compared with 61% in 18-19. An increase of 9.3%	**Year 9**	

Year 9

Overall attendance	47%
Bangladeshi	36%
White British	54%
Other	52%

Average Bangladeshi attendance at parents' evenings in 19-20:

70% compared with 67% in 18-19.

An increase of 3%

Year 8

Overall attendance	52%
Bangladeshi	37%
White British	55%
Other	52%

The 'you said we did' documentation was produced for the 3 parents' evenings that ran in 19-20.

Note: Including only Y9, Y10 and Y11 data for 19-20

Year 7

Overall attendance	71%
Bangladeshi	47%

Headteacher's letters, as a result of the school closure, increased significantly.

The new school website is easily navigated with all sections including up to date and relevant information.

		White British	**81%**		
		Other	**75%**		

| Light-touch review overall assessment | The intervention is performing:

• Far above expectations ☐
• Above expectations ☐
• As expected ☐ (highlighted)
• 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 ☐ (red) Decrease ☐ Remain the same ☐	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ (red) Decrease ☐ Remain the same ☐
			Year 2	£16,855	Year 3	£17,026
	Total anticipated expenditure:	£50,448				

| Actual expenditure | Year 1 | £16,567 | Year 2 | £16,855 | Year 3 | £17,026 |
| | | | Did expenditure increase, decrease or remain the | Increased ☐

Decreased ☐ | Did expenditure increase, decrease or | Increased ☐

Decreased ☐ |

			same?	Remained the same ☒	remain the same?	Remained the same ☒
	Total actual expenditure:	£50,448				

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:	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):
	Employment of Senior Learning Mentor and a Learning Mentor to maintain capacity to deal with issues effectively.	Employment of Senior Learning Mentor and a Learning Mentor to maintain capacity to deal with issues effectively.	Employment of Senior Learning Mentor and a Learning Mentor to maintain capacity to deal with issues effectively.
Light-touch review notes	Annual review notes: Covid disrupted the support being offered in school significantly. Students requiring support were prioritised in terms of enabling them to be in school during the school closure from March 2020 onwards. Data that would usually be collected was severely disrupted due to school closure and staff absence.	Annual review notes: The table evidences the students who accessed the additional support provided by the in-school team of learning mentors. (table below)	Final review notes: N/A

Year 2 Annual review table:

Sept 2020 – July 2021	Non- PP Students	PP Students	Total
Child Protection, Child in Need & Safeguarding Concern	5	22	27
Learning Mentor Support	106	62	168
School Counselling Support	11	12	23
Total	122	96	218

Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ (highlighted) • Below expectations ☐ • Far below expectations ☐		The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ (highlighted) • 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 ☐ (red) Decrease ☐ Remain the same ☐	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ (red) Decrease ☐ Remain the same ☐
			Year 2	£28,077	Year 3	£28,957
	Total anticipated expenditure:	£84,257				
Actual expenditure			Year 2	£28,077	Year 3	£28,957
	Year 1	£27,223	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐ (red)	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐ (red)
	Total actual	£84,257				

expenditure:	

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:	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):
Pilot the G4S system for messaging home regarding attendance.	Embed the G4S system for messaging home regarding attendance.	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.	Prioritise the PP and STG (WBR & PP) students regarding initial phone calls home.	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.	Further embed the best practice that has been shared the Tameside Network Meetings.	Refine the best practice that has been shared the Tameside Network Meetings.
Senior Attendance Office to research best practice via the Tameside Network Meetings.	Embed systems to enable a greater degree of liaison with feeder primary schools.	Refine the systems put into place to improve the liaison with feeder primary schools.
Senior Attendance Officer to develop opportunities to enable a greater degree of liaison with feeder primary schools.	Further develop the attendance rewards system.	Refine the attendance rewards system.
Roll out the attendance badge rewards system within the whole school badge reward framework.	Embed the system to improve punctuality.	Refine the systems put into place to improve punctuality.
Investigate further the opportunities for attendance rewards.		
Develop a system to improve punctuality.		
Clarification of roles and responsibilities within the attendance team.		

Light-touch review notes	Annual review notes: **2019-20** **Data for term 1- 4 only due to school closure March 2020.** Whole school attendance: 94.6% PP attendance: 93.1% NPP attendance: 95.7%		Annual review notes: **2020-21** Whole school attendance: 94.37% PP attendance: 92.32% NPP attendance: 95.59%		Final review notes: **NA**
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • <mark>As expected</mark> <mark>☐</mark> • Below expectations ☐ • Far below expectations ☐		The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected <mark>☐</mark> • 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 2	£28,784	Year 3	£29,937
	Year 1	£27,644	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:	£86,365				

Intervention:	Covid-19 Response: Digital learning: sourcing and providing students with sufficient digital equipment.		
Category:	Wider strategies		
Intended outcomes:	All pupils are able to successfully access the online remote and home learning required as a response to Covid-19.	Success criteria:	All students have access to sufficient digital equipment.
Staff lead:	Headteacher		

	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in year 1: Wave 1 distribution: Identify students for which accessing home learning is proving difficult. Identify the specific problem regarding home learning i.e. is it a device issue or an internet access issue or an engagement issue? Supply students with devices / routers to enable them to engage fully with the online home / remote learning for the summer term 2020.	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): Wave 2 distribution (Sept 2020): Further identification of students for which online accessibility is proving difficult to include a data collection message home to all Y7 parents regarding the new intake's access to remote learning. HoY to prioritise access for disengaged students for whom access has proven difficult during lockdown. Distribution of further laptops and netbooks and wireless routers to those students having difficulty with accessibility. Further sourcing of technology / devices to be undertaken through liaison with Tameside BC. Further training of students in all things relating to Google Classroom – our preferred way of remote learning. Wave 3 of distribution then followed the further school closure announcement in January 2021. Additional devices had been provided from the DfE and a further 114 devices were issued to enable students to access all work online. All routers that had	N/A

been sourced were issued.

Data taken from G4S evidences a sharp increase in the number of 'live lessons' attended by students during this third wave of distribution.
For example, in January 2021 there were 3334 instances of students attending live lessons - live lessons were not compulsory for staff.
In February 2021 there were 4442 instances of students attending live lessons.

	Annual review notes(19-10):	Annual review notes:	Final review notes:
Light-touch review notes	Students were identified in a number of ways – • Class teachers reported a lack of completion of work • Data collection highlighted work rate collection was low or non-existent • Teacher phone calls during the 'keeping in touch week' during lock down highlighted any issues that parents and carers were having with digital access • Parental contact with HoY • Individual student contact with HoY Following on from identification, students were offered the following: • Time in school – in bubbles - to complete online learning or print work off to complete at home. • Where appropriate, disadvantaged students were offered devices and / or wireless routers supplied by the government during lockdown. We were initially allocated: 40 laptops and 5 4G routers were allocated to HHS for LAC 30 NetBooks and 12 4G routers were allocated to HHS for vulnerable student	316 devices were sourced for loan to students. 17 routers were provided. Loaned devices: Y7: 32 Y8: 41 Y9: 18 Y10: 40 Y11: 35 Siblings: 9 total: 175 loaned out Of the remaining devices, 35 were used in school in the learning hubs created for those students attending school during the school closure. This enabled up to date, quick technology for those students – either key worker students or those identified as vulnerable.	**N/A**

Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ (highlighted) • Below expectations ☐ • Far below expectations ☐		The intervention is performing: • Far above expectations ☐ • Above expectations ☐ (highlighted) • 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	£0	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐ (red)	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ (red) Decrease ☐ Remain the same ☐
			Year 2	£0	Year 3	maintenance of devices cost
	Total anticipated expenditure:	Funded by the DfE				
Actual expenditure			Year 2	£0	Year 3	£
	Year 1	£0	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:	£				