

SJH REVIEW OF 3 YEAR STRATEGY [30 September 2021]

Impact of Global Pandemic		
	Commentary	Next Steps
How do you know the impact of the pandemic on disadvantaged pupils (positive & negatives)?	Attendance, FTEs, behaviour, progress Discussion with families and pupils More access to ICT, ongoing provision Demand for food parcels	Parent forum, surveys Re-establishing routines programme (update behaviour strategy) Additional PSHE Y7 only on first day back
How do you know disadvantaged pupils' starting points following lockdown across subjects?	Carried out assessments to understand starting points, all year groups (year 11 first) Reading ages PASS tests year 7 October PASS tests June - whole school	Analyse gaps for year 11 – what does that data tell us? PP White boys are where the biggest gaps are.
What work have you done to establish the impact on pupils and their families?	Data analysis, offer vulnerable places during lock down, phone calls home, surveys, ongoing ICT allows inclusion, homeworking etc, more regular contact with families, mentoring with students Wellbeing days Pastoral staff (key workers appointed) being proactive with core families, check-ins with families	See section one. Pastoral staff (key workers appointed) being proactive with core families, check-ins with families Establish mentoring for PP (use PASS data) Signposting for pupils Continue to educate them about mental health and SG Wellbeing ambassadors – peer support

<p>Do families know the impact of the pandemic on themselves and their child/ren?</p>	<p>What they are hearing in the news School newsletter Parents are aware of the difficulties of home schooling Differences in social skills – engagement, routines Too much screen time/gaming Parents evenings</p>	<p>Do they know? Survey How will we continue to monitor this? How do we help parents to prepare for impact? What support can we offer/provide? E.g. information about financial support Inform about lost learning and what we are doing to support</p>
<p>How have you established what disadvantaged pupils have lost and gained – socially/emotionally and in their attitudes to learning? What has this told you e.g. from pupil discussions with staff?</p>	<p>PASS tests Mental Health upsurge Behaviour Pupils reaching out to staff, accessing Emmaus Increase in concerns on My Concern Y7, Y9, Y11 Gained: ICT literacy, independence, resilience, adaptable</p>	<p>Analyse data and decide strategies, the priorities to support students with.</p>
<p>What learning/experiences positive and negative took place (influences) and what was the impact?</p>	<p>Safeguarding, Social, economic, incorrect teaching, misconceptions embedded. Tik Tok, social media Y7, self harm Sexualised behaviours Radicalisation Increase in PP/FSM</p>	<p>Behaviour, routines, education, social media policy Learning journey – focus on expressing ideas in depth Do it now tasks, routines Personal safety</p>
<p>Impact of your strategies to mitigate/lessen the impact of lockdown?</p>	<p>All of the strategies lessened the impact and improved engagement (ensured engagement isn't lost): Parental feedback</p>	<p>Session for parents, how to support? Better coordinate TA support, one to one support NTP – establish better, quicker particularly Y7 and Y8</p>

	<p>Online learning has limited the impact of lost learning compared to lock down – full timetable for all</p> <p>Fare share weekly deliveries</p> <p>Online assessment</p> <p>Regular follow-ups with parents if students not attending engaging</p> <p>Invited into school if continued</p> <p>Vulnerable list grew – students invited in</p> <p>Phone calls direct to students</p> <p>Mindful sessions</p> <p>Weekly tutor times</p> <p>PP Emotional wellbeing weekly sessions</p> <p>Bulletins to parents</p> <p>Welfare checks, out to homes</p> <p>SEN key workers, weekly phone calls</p> <p>TAs running breakout and lunchtime groups</p> <p>Staff training (e.g. ACEs, attachment, emotion coaching)</p> <p>Uniform, hoodies, equipment etc</p> <p>NTP – very successful for the small number of students it was implemented for</p>	<p>Appoint a school-led tutor or academic mentor</p> <p>Develop a reading strategy:</p> <ul style="list-style-type: none"> • read together as a tutor group – same books across the school • Remind staff of vocab focus tier two words – • Reading strategies <p>Knowledge organisers</p> <p>T & L strategies – metacognition, ‘super six’ etc</p>
<p>What did children miss out on the most during the pandemic and their time away from their usual school routine? What do they need more of?</p>	<p>Cultural capital, knowledge, routines, experiences, discussions</p> <p>Trips</p> <p>Catholic life</p>	<p>Social and lunchtime clubs</p> <p>Re-establish extra-curricular activities</p> <p>Briars trips y7 and y11</p> <p>Homework club – how to get disadvantaged to come?</p>

		Targeted support – year leader mentoring programme (careers, after school catch-up, uni visits etc)
Have you identified more vulnerable groups because of this?	Mental health – Y11, 9, 7 Ethnic origin LAC increased ACE's - attachment - Children with a social worker	Enhanced MH provision – using the Thrive Model Working with Consultants (Derbyshire LA) – Mental Health mapping tool (audit) and policy Staff training SG procedure reviews Enhanced Early Help provision Focus on Sexual Abuse agenda Attachment Aware Schools accreditation Coreil Award

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
1	Focus on; participation (independence), Metacognition, Growth Mindset, Feedback	H, learning walks evidencing the use/effectiveness of the most effective T & L techniques (centred in research), pupil voice	Evolved T & L approaches to centre around the 'super six' features of a highly effective lesson. Learning walks inform best practice which are disseminated through staff CPD. Continue to gather student voice to understand their experiences and barriers to learning
2	All curriculum planning is informed by data and shows how PP related objectives will be met with a focus	M. The biggest gaps in year 11 attainment were amongst the white, male PP	We have seen the benefits of small group and 1:1 tutoring. It will be made available to wider numbers of students across all year groups. The model has been

	on the highest quality T & L and curriculum design.	group, however the limited use of the NTP did demonstrate how we might have a bigger impact in the future. In addition the new year 11 has a group of PP boys who have been mentored and supported since year 8, the outlook is looking more positive for them all round.	evaluated and will therefore be adapted for our context and students. We are also seeing the benefits of a longer term strategy which targets disadvantaged boys much earlier in their education; mentoring, nurture group, extra literacy, extra pastoral support and adapted curriculum where appropriate.
3	Plans to address the needs of long-term disadvantaged & LPA, HPA (The Brilliant Club), SEND will be clearly identifiable within the curriculum. E.g. The Brilliant club for HPA.	M. We ran the Brilliant Club but only with small numbers. Despite the external provider not delivering the programme promised, it did impact the participants positively, mostly by building confidence, literacy and aspiration. We know this because of pupil feedback.	The Brilliant Club was not a high quality provider. WE will continue with our plan to raise aspiration and confidence, We will ensure University visits for our HPA disadvantaged students. LPA and SEND – we are in the second year of our alternative curriculum founded in unit awards which support achievement, life skills, literacy and numeracy. This is evolving to be bespoke to each student including day release at college where appropriate. The new SENCO will deliver staff CPD throughout the year linked to Quality First Teaching, Attachment Awareness and emotion coaching – both staff and students.
TARGETED ACADEMIC SUPPORT			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
1	Mentoring	H – very positive student voice, mentoring plans shared with all staff to enable the improvement of staff student relationships. PASS test date shows PP	Relationships are very important with students and their families. Emotional support has a positive impact on a student's ability to learn and engage with the curriculum. This will continue but via the Year Leader, Tutors and Emmaus rather than exclusively a PP champion

		students were very positive about relationships. Student outcomes were positive for most	
2	Small group tuition	L – the students involved didn't benefit due to differences in ability and motivation levels.	Online delivery in small groups is problematic due to technology, differences in ability and motivation and the need to have an additional staff member to supervise. We are going to try it with younger students, face to face in groups of three and all at the same stage of knowledge – for reading and writing only to start with. We will use school-led tutoring funding
3	1:1 tuition	M – medium impact because it was only done with a handful of students, however the feedback and positive outcomes/progress for those involved was encouraging	Definitely continue, carefully chosen students who would benefit most from 1:1 for a variety of reasons and across all year groups. School-led tutoring through a TA who received appropriate training and is responsible for working with teachers and families as well as students.
WIDER STRATEGIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
1 (Attendance)	PP champion/mentor works with students to identify barriers and develop strategies for overcoming them	M – strategies were effective for those reached, however the lockdown of schools from January to March interrupted the work and limited the students who could be reached	It is very effective when done well and consistently. The emotional support provided, particularly through lockdown, retained contact and meant students attended/engaged well upon their return.
1	Attendance issues/risks are identified early and acted upon immediately – managed by an attendance officer	M – impact would have been higher if we hadn't been interrupted by lockdown	Systems improved to review the attendance of known vulnerable and disadvantaged children weekly, taking a multi-disciplinary approach with attendance Officer, AHT and safeguarding team; implementing strategies to intervene early, identify and eliminate barriers – a

			proactive approach, identifying the early signs and potential triggers, working closely with families
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