

SJH REVIEW OF 3 YEAR STRATEGY [31 October 2022]

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know? What difference has it made and how do we know? What has it made a difference to?	Lessons learnt and continue with provision?
Quality First Teaching – improving teachers exposition to ensure they are able to provide the correct support for PP students so they ask more and want to know more	<p>The SJH approach – ‘super six’, assessment, marking & feedback (& re-teach). Approaches to teaching & learning which develop self efficacy, independence and metacognition.</p> <p>Extra staffing in Maths and English to facilitate smaller group sizes</p>	<p>Impact: Medium but has the capacity to be High.</p> <ul style="list-style-type: none"> • Pass data: Increased confidence in learning and perseverance when faced with challenging tasks and self regard but lower scores in how positive and successful they feel in their capabilities as learners • Attainment and progress data SJH PP students are in-line with PP students nationally. There is 0.4 increase in the attainment gap between SJH PP student and non-PP students. • Learning walk findings – book looks – differences for some PP students.. • Student voice – students are confident when in discussion about their learning 	<p>This is our most important strategy.</p> <ol style="list-style-type: none"> 1. Focus to be PP first in all QA, learning walks, line management meetings etc 2. Particular attention to be paid to the quality of work in books – books provide evidence of engagement and learning, expectations of PP students must remain high. 3. The importance of understanding the adolescent brain and Attachment and Relationship Aware strategies for the classroom: strengths based feedback, beginnings and endings, power struggles, rupture and repair 4. Improve rewards and systems for celebrating achievement systems – with a view to how to recognise the efforts of disadvantaged students 5. Continue to give significant focus to managing stress and wellbeing through PHSE (Personal Development).

			Continue to offer interventions through Emmaus and Changing Lives
Curriculum Design – the curriculum is specific to the needs of PP learners	<p>A consistent and unified approach to curriculum planning with a focus on intent, implementation and impact.</p> <p>There is a focus on reading in the curriculum.</p> <p>An alternative (bespoke) curriculum is provided where appropriate.</p>	<p>Impact: Medium</p> <p>GL assessments show SJH students are 'above average' in English. There are gaps between PP and non-PP. Specifically in reading comprehension.</p> <p>In Maths PP students are below average in Y7 & 8 and are average in Y9 & 10. There are gaps between PP and non PP in all year groups.</p> <p>It is too soon to see the impact of the alternative curriculum (Unit awards).</p>	<p>Continue with this strategy.</p> <ol style="list-style-type: none"> 1. Continue with wider reading in the curriculum 2. GL data shows specifically where in terms of skills/knowledge which will enable specific adaptations to the curriculum to be made and will support the design of interventions. 3. English and Maths Interventions are needed most for year 7 PP students (new year 8). 4. Consider how to address gaps in Science – particularly Year's 8 & 9. 5. Analyse PASS test and GL data of the students on Unit awards.
CPD	A well planned, coordinated CPD programme will improve staff confidence, standards in T & L and support the development of a positive culture and support behaviour for learning.	<p>Impact: High</p> <ul style="list-style-type: none"> • Findings from learning walks were disseminated to support areas for focus (within the super-six) and sharing of best-practice. • Learning walks show all staff are using the 'super six'. 	Continue with strategies which now need to be embedded.

	<p>Specific approaches include:</p> <ul style="list-style-type: none"> • Weekly directed time and meetings • Individual CPD logs – all teachers are required to complete 15 hours of individual CPD per year • Subscription to the National College • UPS targets – leading aspects of T & L for wider staff body • Intensive CPD to develop a relational approach to behaviour management 	<ul style="list-style-type: none"> • UPS3 holders held CPD sessions to share T & L techniques and best practice • Staff voice shows increased confidence and positive attitudes towards our approach to curriculum design and relational approach and a shared common language. 	
TARGETED ACADEMIC SUPPORT			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
Targeted interventions and nurture support at every stage	<p>Structured academic support and use of the School Led Tutoring Grant will support successful transition at all stages.</p> <ul style="list-style-type: none"> • Staffing <ul style="list-style-type: none"> ○ CPD for TAs and other staff to enable the delivery of small group and 1:1 interventions • Structured, timetabled interventions 	<p>Impact: Medium</p> <ul style="list-style-type: none"> • Average reading scores of the year 8 focus groups have increased. • School led tutoring average increase is 9.25. Those with the lowest starting points and made most progress. • Year 8 & 9 LiT group reading ages improved across the board by an average of 3 years. • 22 units achieved per student in Unit Awards. Functional Maths and English skills are improved and Life 	<p>Continue with the strategy.</p> <ol style="list-style-type: none"> 1. LiT programme has impact when delivered well. Adapt SoW to only include most impactful activities. 2. Develop a numeracy intervention 3. Better use of the School-Led-Tuition Grant <ol style="list-style-type: none"> a. For example, hire a tutor to deliver reading & writing interventions for students with GL/SAT scores of between 80 and 99

	<ul style="list-style-type: none"> o KS3 additional literacy and numeracy programme – LiT o School-led tutoring – Year 8 reading and writing groups o KS4 Alternative curriculum - AQA Unit awards. • After school/holiday subject interventions. • One-to-one tuition for disadvantaged students • All PP students are provided with revision guides and other resources (including access to ICT) which support their learning. 	<p>skills are developed e.g. cooking, leadership and healthy eating</p> <ul style="list-style-type: none"> • 118 students received School Led Tutoring and 1450 hours of tutoring were delivered. 40 students received at least 12 sessions. 	<ul style="list-style-type: none"> b. Increase the number of students accessing quality tuition c. Identify KS4 target groups <p>4. Use data to assess the impact of Unit Awards on the wider attainment of students.</p>
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WIDER STRATEGIES

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
A school wide plan for Personal Development	This will enable students to be confident, resilient and able to keep themselves safe and healthy. It will support safeguarding priorities within our local context and the wider national agenda (e.g. relationships, inclusion, equality and child on child abuse), preparing student for their next stage in education, training and employment.	<p>Impact: Medium</p> <ul style="list-style-type: none"> • The programme covered all key areas. Provision was of a high quality. There was a particular focus on wellbeing/mental health, healthy relationships and equality. Some topics were informed by the most prevalent safeguarding concerns and incorporated local issues. 	<p>Continue with the planned strategy.</p> <ol style="list-style-type: none"> 1. Recruitment of a PSHE co-ordinator who will focus on quality curriculum planning and incorporating more opportunities for developing cultural capital. 2. Student focus groups to better understand student perceptions around safety, bullying etc,

	<p>A comprehensive PSHE programme: 1 hour PSHE fortnightly, tutor time activities, drop down days, expert guest speakers.</p> <p>Achieve the Corriel Award (Drugs and Alcohol awareness).</p> <p>Achieve the BERT (RSE) Award</p> <p>Careers programme from year 7 onwards: Becoming X resources, additional options support (PP students to meet with SLT to discuss choices), year 10 work experience and enterprise days and independent careers advice (all PP students receive at least 2 careers interviews)</p>	<ul style="list-style-type: none"> • Student voice shows students are more knowledgeable and confident in speaking out against harmful sexual behaviours and inequalities – the number of incidences students report has risen. • Current data shows 99.5% of school leavers are in Education or Training. 	<ol style="list-style-type: none"> 3. Re-issue student equality survey – has results improved since last November? 4. Continue to work towards Corriel and BERT Awards
<p>Pastoral, attendance and behaviour support</p>	<p>Focus pastoral support on the removal of barriers to learning and barriers to attendance to improve the engagement of disadvantages students and their families</p> <ul style="list-style-type: none"> • Restructure of the pastoral team to recruit an additional year leader (so that each year group has one) • Develop a clear strategy for managing attendance which is 	<p>Impact: High</p> <ul style="list-style-type: none"> • Year Leaders and wider pastoral teams are working more closely and as a result students and families are receiving appropriately targeted support. • The attendance policy and procedures have been reviewed and tightened to incorporate a balance between support and challenge. 	<p>Continue to embed strategy and improve approaches.</p> <ol style="list-style-type: none"> 1. Year Leaders to re-introduce attendance focus groups. Tutors to 'check-in' with students when they have been absent (with a view to identifying any barriers to attendance).

	<p>progressive from tutors to year leaders to EWO.</p> <ul style="list-style-type: none"> • Family support strategy includes allocation of key workers, regular communication and partnership working. • Nurture group (academic support classroom) – supporting students who struggle to access the curriculum and/or attend school due to their SEMH • Become accredited as an Attachment and Relationship Aware School (ARAS), reviewing approaches to behaviour management, moving to an emotion coaching approach • A coordinated, school wide approach to transition • Year 11 tutor group to support all aspects of school life. • Year 11 Mentoring. 	<ul style="list-style-type: none"> • There is still a gap between the attendance of PP and non-PP students but the attendance of SJH PP students was above national average by 1.2%. The gap between SJH PP and non PP students has narrowed slightly. • We have improved our responses to students with anxiety related non-attenders and are accessing internal and external support. • We achieved ARAS status in July 2021. • A transition team was established and met regularly to ensure improved links with primary schools and improved knowledge of student need. An additional transition day was provided on the first day of the September term. 	
SEMH interventions	Support students through targeted SEMH interventions designed to remove barriers to attending school and barriers to learning whilst in school. Early identification of need is	<p>Impact: High</p> <ul style="list-style-type: none"> • A referral system which supports appropriate and timely 	<p>Continue with strategy.</p> <ol style="list-style-type: none"> 1. Finalise the MH Policy

	<p>key to the success of this, as is referral to appropriate services (internal and external).</p> <ul style="list-style-type: none"> • Apply the THRIVE model – which provides/identifies 3 levels of support: <ul style="list-style-type: none"> ○ Level 1 – whole school (PSHE) and individualised Emmaus based interventions to support emotional regulation (e.g. resilience, anger management). ○ Level 2 – work with partner organisations e.g. Changing Lives to provide enhanced levels of support e.g. CBT ○ Level 3 – expert, CAMHs level of support needed – timely identification and referral to these services. • Staff CPD in recognising the signs of poor mental health; 3 new staff to qualify in Mental Health First Aid each year 	<p>triage/allocation of support for students</p> <ul style="list-style-type: none"> • Growing experience of pastoral staff • Case studies of the wider staff body noticing ‘changes’ in students – illustrating the effectiveness of the ‘whole-school approach’ • Reduced numbers of students needing level 2 and 3 support (due to early intervention) • Improved attendance of PP students. • Regular ‘supervision’ meetings with Changing Lives. Changin Lives are regular visitors to school, helping to deliver the Personal Development/PSHE plan through drop-down sessions, Acts of Worship, Focus groups etc • Outcomes were positive – showing notable impact for the 3 interventions we ran: Anger Management, Emotional Resilience, Anxiety – 57 students took part throughout the year. 	<p>2. Increase the number of Mental Health First Aiders</p>
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	<ul style="list-style-type: none"> • CPD for the Wellbeing Team • Identification of Designated Mental Health Leads • Development of the Mental Health policy and plan using the MH audit tool 		
<p>Increase the participation of disadvantaged students in extra-curricular activities</p>	<p>Proactive encouragement of disadvantaged students in educational visits and extra-curricular activities by removing barriers to participation e.g. transport. This will support the development of character and cultural capital.</p> <ul style="list-style-type: none"> • Identify PP students with particular talents and encourage/facilitate further development. • Develop a programme of extra-curricular activities mostly taking place at lunchtimes • Develop an approach to supporting participation in educational visits 	<p>Impact: Medium</p> <ul style="list-style-type: none"> • Due to the amount of opportunities missed because of COVID, residential were arranged for all year groups. Disadvantaged students were given financial support so that they could participate. • Many clubs – particularly at lunchtimes, although student voice has revealed some PP students are not aware of what is available during and after the school day – which limits participation. • All students 75.2% have been involved in some extra-curricular activity (Sports, Clubs, Trips, Additional lessons etc.) • 68.3% of PP students have been involved in Extra-Curricular activities 	<p>More focus is needed in this area:</p> <ol style="list-style-type: none"> 1. Identify PP students with talents and facilitate development/participation e.g. music lessons, after school sports clubs (transport home) 2. An approach to supporting/funding educational visits is still needed.

		<ul style="list-style-type: none">• 77.1% of Non-PP students have been involved in Extra-Curricular activities	
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