



Disadvantaged strategy statement: Bramcote College

1. Summary information					
School	Bramcote College				
Academic Year	2021 / 2022	Total DA budget	£164870	Date of most recent DA Review	January 2021
Total number of students	515	Number of DA students	166	Date for next internal review of this strategy	January 2022
2. Barriers to future attainment (for DA students including high ability)					
In-school barriers (issues to be addressed in school, such as poor literacy skills)					
A.	<p>Literacy (and numeracy) skills entering Year 7 are lower for DA students than for other students, which prevents them from making good progress in Year 7. As a result of this, some students in Year 11 are still experiencing lower literacy skills and numeracy skills which is preventing them from accessing new GCSE content.</p> <p>Problem solving in maths at Key Stage 2 and continuing into Key Stage 4 was identified as a national area of weakness; literacy levels have a significant impact on the comprehension element of maths problem solving tasks. Outcomes in Year 11 show a minimal gap between DA and non-DA students' progress at GCSE in maths at BC, suggesting that the focus needs to lie in literacy and closing the gap from Year 7.</p>				
B.	<p>High attaining students who are eligible for DA are making slower progress than other high attaining students across year groups. This can act as a barrier to sustained high achievement throughout Key Stage 4. This may be reflected somewhat in their future destinations post 16 and post 6th Form.</p>				
C.	<p>A small group of students may struggle to access the Key Stage 4 curriculum in its entirety, as a result, alternative courses in school continue to be expanded to maintain engagement, development of skills and progress during and beyond Key Stage 4. This may also impact on engagement and progress in KS3, resulting in disengagement with school, therefore appropriate KS3 programmes of study also require further attention.</p>				
External barriers (issues which also require action outside school, such as low attendance rates)					
D.	<p>Average attendance rates for DA students in the year 2019-2020 (excluding lockdown) was 93.8% (below Non-DA average of 96.5%). The Autumn after lockdown saw attendance rates which were slightly lower than the previous year (DA students 90.4% non-DA 95.7% All students 94.1%) however, this was still above the national average picture. Reduced attendance reduces school hours and means students are at risk of falling behind.</p> <p>Attendance in 2020 and the school year 2020-2021 has been significantly impacted by lockdown, which has made attendance in the interim periods especially important. Engagement with online learning has improved in the second lockdown, as we have been able to supply more students with laptops and real time & live lessons have seen more engagement</p>				
E.	<p>Low aspiration of some DA students, either in school, impacting on engagement and progress, or low aspirations regarding their future hopes for education or training. A lack of parental engagement with school, or with the education of their children is an issue for some students.</p>				

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raised levels of progress in literacy and numeracy starting in Year 7 for DA students.	DA Students in Year 7 make more progress by the end of the year than 'other' students so that 96% meet aspirational expected targets and other students still make at least the expected progress. This will be evidenced using reading assessments (we are now using Read Wise as a replacement for Lexia) and English teacher assessments on Snapshot days. This will then feed into continued progress in literacy throughout following years in school.
B.	Improved rates of progress across Key Stage 3 and Key Stage 4 for mid and high attaining DA students_ LA DA students have historically made sound progress, however, this continues to be monitored.	DA students identified as high attaining (HADA) from Key Stage 2 levels / raw scores make as much progress as 'other' students identified as high attaining, across Key Stage 3, so that 80% or above are on track for 4 levels of progress by the end of Key Stage 4. Where they are not, departments are putting in place class interventions and additional support, monitored by heads of departments (HOD) and senior team. Students will also be supported by specific tuition programmes run at school (Action Tutoring and Teach First)
C.	Behaviour and attitude to learning to become a focus to increased aspiration and 'belief' of students.	Reduce behaviour incidents recorded for DA students on the school system. Improved attitudes to learning and engagement in lessons. Improved parental engagement including attendance at Parents' Evenings and academic school events.
D.	Increased attendance rates for DA students. Increase engagement with extra-curricular programmes, however, this has been somewhat impacted by COVID-19.	Reduce the number of persistent absentees (PA) among DA students to 10% or below. Overall attendance among DA students improves from 93.8% to 96.5% in line with non-DA students.
E.	Increased parental engagement with school and increased aspirations both in school and after school in further education or training. We aim to encourage increased parental engagement during 'normal' term time through regular contact home and adapting some aspects of home-school links, as well as through offering as much support as possible for families who need it due to the impacts of lockdown etc. and the wider community aiming to secure more 'buy in' and greater communication. We also recognise the importance of supporting students during online learning periods with technology support, as well as other .	Improve attendance of parents of DA students at school events by making them more accessible and increasing contact with home. DA students to participation in University Programmes and careers' events.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Improved literacy progress from Year 7</p>	<p>CPD on literacy for all (2018-2020), plus regular updates for staff on which students' reading ages are below their chronological age. Whole school focus around 'Closing the vocabulary gap' by Alex Quigley and discussion of Rosenshine's Principles in Friday morning briefings.</p> <p>CPD for English teachers and senior TAs has embedded the use of Read Wise effectively and has developed effective questioning techniques to follow up text reviews –a bank of specific resources developed to use for follow-up to assess the components of language.</p> <p>DEAR – 15 minutes after lunch. Disadvantaged to read to class teacher and TAs during library lessons. Key English lessons are double staffed to release English staff to work with intervention groups, while their class has a library /reading lesson Key Stage 3 reading books, Key Stage 4/5 can use subject specific reading.</p> <p>All Key Stage 3 students have a fortnightly library lesson with teacher / librarian input into reading skills and strategies. During lockdown TAs have been reading over Teams with key students and the library have set up a click and collect library service and are making deliveries to support reading</p> <p>Plans developing for Year 10 Student Leaders to be 'Reading Buddies' to work with DA Year 7 & 8 LA & MA students or under chronological reading age (co-ordinate with CRO) – this was started but suspended due to COVID-19</p>	<p>Components of language identified as an area of weakness from moderation and schools in the English network have successfully trialled this approach.</p> <p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment. (Clark 2011; Clark and Douglas 2011) Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status. (OECD, 2002)</p> <p>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences. (Clark and Rumbold, 2006) ...all cited in: <i>Department for Education (2012) Research Evidence on Reading for Pleasure.</i></p> <p>Read Wise is showing to have a positive impact in an independent evaluation. Continuing to follow this methodology in Year 9 reading lessons.</p> <p>Evidence that students who read frequently improve their understanding of texts and speed of reading.</p> <p><u>Education Endowment Foundation (EEF)</u> peer involvement in learning.</p>	<p>HOD to oversee resources and scheme development with Key Stage 3 lead for English and SENCO.</p> <p>DEAR lead ensures DEAR takes place every day with spot-checks from SLT as part of learning-walks. Each room is equipped with a book box, so all students have access to relevant reading materials.</p> <p>DEAR lead to ensure that DEAR takes place and all students have access to good reading materials.</p> <p>Head of English has been co-ordinating the use of additional staffing time to ensure maximum impact.</p> <p>SENCO has been co-ordinating TAs and the Librarians' time during lockdown 1 & 2 to set up reading sessions with students</p> <p>Student Leaders co-ordinator – organisation of senior students at Reading Club</p>	<p>Head of English</p> <p>Librarians</p> <p>LEE</p> <p>KIR</p> <p>CRO working with Student Leaders</p>	<p>Since November 2018 this has been reviewed half termly. Repeat reading age assessment for Year 7 and 8 students and for key Year 10 and 11 students at data points throughout the year.</p> <p>Throughout the year as a part of tutor time routine and as a part of the TMC system. Also, ongoing as part of learning walk / walkabout QA</p> <p>Currently a new system is development with the Librarians to use Accelerated Reader reading ages to target a wider group of intervention & support. Also costing up re-assessment of reading age for 'intervention' & 'watch' groups throughout Year 9.</p>

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Improved Year 7 numeracy progress</p>	<p>TA support to 'catch up' students who are below Age Related levels for maths.</p> <p>Further development using Iccams principles in lesson for all Year 7 classes.</p> <p>All Year 7 classes to be taught in mixed ability groups with focus on Mastery mathematics.</p> <p>Times Table Project Key Stage 3 & Numeracy ninjas</p> <p>The introduction of Century Tech online learning platform for maths (English and Science) to encourage more active engagement with maths and to learn outside school – 'nuggets' of work can be done and the Century algorithm will set further work reflecting areas for development & regular review of strengths too.</p> <p>Arrange for key members of staff to go into main primary feeder schools to identify the level that students are working at and to study the ways in which literacy is being delivered in our main feeder schools. This had to be paused due to COVID-19, however prior to lockdown March 2020 school visits were made by NOA in the English team to visit main feeder primaries, so this will act as a model when we are able re-instate this project. The addition of 3 primaries to our MAT and appointment of a EY/KS1/KS2 maths lead will support this.</p> <p>Look at the possibility of working with Year 6 teachers on a joint numeracy project at the end of Year 6 after July induction days</p>	<p>Iccams was a 2year research programme designed to improve algebraic and multiplicative reasoning in maths. The principles of which are now fully embedded into maths in KS3.</p> <p>The EEF believes that overall, setting or streaming appears to benefit higher attaining students and be detrimental to the learning of mid-range and lower attaining learners. On average, setting or streaming does not appear to be an effective strategy for raising the attainment of disadvantaged students, who are more likely to be assigned to lower groups.</p> <p>Students who are fluent in their times tables and can multiply and divide with ease are able to access the curriculum more readily. They approach mathematics with more confidence and rates of progress improve. All Key Stage 3 classes have</p> <p>Closer links with primaries would ensure that there are 'no lost weeks' after the SATs and running up to the start of Year 7. This could include a decision making / problem solving summer holiday project (based on the national issues surrounding problem solving).</p>	<p>Lead Iccams teachers received 6 days of CPD. Evaluated in conjunction with Durham University. Effective sharing of practice has embedded this across the Key Stage. .</p> <p>English, maths & Science staff have completed online training sessions with Century Tech. Students have completed diagnostic assessments which lead to recommend nuggets of work. Communication with students and parents about how Century works.</p> <p>Sharing good practice between primaries and our BC; colleague to colleague as well as running workshops/events/project work for children</p>	<p>Deputy Head maths team</p> <p>COE & EN/MA/Sci teams</p> <p>maths Team & deputy Head of School</p>	<p>Fully integrated in 2018, now running through the curriculum.</p> <p>December first 2018 review and every half term there-after.</p> <p>Up and running for September 2020 – monthly review of usage by COE and termly meeting with regional rep for Century.</p> <p>Contact in Autumn term with the aim of testing strategies in the Spring & Summer Term, to be reviewed in July 2022 and then implemented from September 2022</p>

BC DA Strategy - Updated January 2021

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>B. Improved progress for all DA students including DA high attaining students</p>	<p>Further embedding RAG rated data analysis, through Go4Schools, to identify the more able disadvantaged students who are underachieving. Exam review meetings to include focus on attainment by DA students. HoDs should include DA progress at every level in department meetings (and line management meetings).</p> <p>Disadvantaged students identified as high achievers at Key Stage 2 are evaluated each half term and moved up to appropriate aspirational groups. Further analyse Key Stage 2 literacy levels of HADA/MADA students to identify barriers to progress across.</p> <p>Streaming for core subjects in Years 9 to 11 and a review of class groups for Year 7 on a half termly basis. Reviewing groups to identify distribution patterns of DA students.</p> <p>Key Stage to 4 focus on Year 11 subject specific 'booster groups' focus for HADA & MADA students, to transfer onto Year 10 in June / July, with this focus developing across all year groups.</p> <p>Further staff training on 'high quality feedback' with a specific focus on target setting for DA students. Disadvantaged students target setting to be included as part of QA processes.</p> <p>HoDs also to be asked to investigate additional learning opportunities for MADA & HADA students to look at diminishing the differences on a range of levels.</p> <p>Action Tutoring introduced in January 2021 for a group of 20 DA students who need help in securing 5 in EN & MA</p>	<p>We want to invest some of the DA in longer term change which will help all students. Many different evidence sources (including Rosenshein's Principles and Johan Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>This can be achieved on a larger scale by implementing the PiXL process of assessment, diagnosis and therapy which produces targets tasks for maths and English based on the skills/knowledge gaps identified. This can be rolled out to other subjects and this style can be rolled out from Key Stage 4 to Key Stage 3 and 5</p> <p>The impact of detailed feedback is clear in the progress made by students, as a summative grade shows level of achievement, however, focussed feedback moves students forward, especially when feedback gives students the chance to improve their work based on targeted tasks.</p> <p>Targeted intervention can also be implemented by adding guided learning hours e.g. study lounge and after school booster groups.</p> <p>'Diminishing the differences', has replaced 'closing the gap' and therefore the focus must be maintained and moved forward in the classroom, as well as enrichment opportunities.</p> <p>All Year 11 DA students to receive 1:1 or 1:2 additional intervention to address individual needs. Proven methodologies to engage all students - of particular benefit to DA This tuition has be done online and in line with the National Tutoring Programme. We have also secured an English graduate to do tutoring through NTP & Teach First.</p>	<p>Use INSET days to deliver training. Initial, 3 month and 6 month evaluation of CPD through moderation and assessment grades. Set up Teaching and Learning group across the schools in the Trust to share best practice and champion DA learning.</p> <p>HoDs / designated Y10/11 teacher in every core department. Successful implementation of walking talking mocks.</p> <p>Thorough mock exam programme for maths and English and Science which will allow Year 11 students to sit three + mock exams. Also statistical analysis supplied by Century to target specific areas of weakness. maths are maintaining PiXL strategies of assessment / diagnostics / targeted tasks for improvement, which mirrors Century in class.</p> <p>Key PiXL concepts (from our previous membership) have been incorporated into whole school.</p> <p>A lot of time has been invested into supporting staff in improving the online provision students are receiving during lockdown, plus regular QA of work and feedback in Parents' Forum shows that this is an improving picture. Significant students' attendance has been monitored and when necessary they have been invited in for 'vulnerable students' provision, or the pastoral team has done home visits.</p> <p>Focus booster groups which are put in place. Discussion with maths & English HoDs to use data in more depth to identify which 'gaps' need to be focused on and which groups can be moved forward using targeted intervention. Students are invited to do Action Tutoring and our SENCO and English teacher (HOW) will create focus groups for in school tuition.</p>	<p>Deputy Head of School Coordinated by maths TA/support HOD</p> <p>SLT / HoDs</p> <p>HoD English and maths and COE</p> <p>maths TA</p> <p>REA / WHI / BNG</p>	<p>Snapshot days throughout the year (using the July snapshot to inform actions before snapshot 1). Early year mocks / progress checks – especially on return from lockdown – to establish baseline for the year.</p> <p>October RESULTS (CAGs), mock exams and reflection after each snapshot datapoint. Termly repeated process with termly review and on a case by case basis.</p> <p>Ongoing review of teaching through the QA programme, both in class and online.</p>
i. Total budgeted cost					£63134

i. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved Year 7 literacy and Year 7 numeracy progress	<p>All Year 7 'catch up' groups for maths and English have been identified and sessions have been timetabled with specialist staff. 1:1 and small group provision of Read Wise (4x weekly) and some weaker Year 7 students are doing Switch-On (4x weekly)</p> <p>This continues online during lockdown / self-isolation</p> <p>Senior Students reading with Y7 and Y8 students on a weekly basis in form time. BC6F students to mentor DA maths in Year 7 and 8 – re-instate post COVID-19 restrictions</p>	<p>Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.</p> <p>Half termly review of reading ages and numeracy levels through maths assessments.</p> <p>Effectiveness of peer mentoring and support</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. In order to minimise disruption to students' timetables, some session run before school.</p> <p>Data tracking of these students to show impact of the programme.</p> <p>TA to support for specific students and SENCO to liaise with parents.</p>	<p>SENCO and Senior TA</p> <p>COE</p> <p>maths TA</p> <p>Student Leader co-ordinator - further work needed here.</p>	<p>Ongoing, reflecting on reading ages and progress points in maths.</p> <p>Reading ages of focus groups reviewed termly.</p>
B. Improved progress of all DA students including for high attaining students	<p>Weekly small group sessions in maths for high-attaining students with Senior Teaching maths TA. Particular focus on Year 10 and Year 11.</p> <p>Use PiXL resources and app to engage students in English and maths. Undertake 'walking-talking' mocks as resourced in PiXL.</p> <p>Assertive mentoring scheme embedded.</p> <p>English teachers with 'spare capacity' on their timetable will be running small group intervention for targeted Year 11 students. This is both during lesson times and during tutor time (EN/MA/SCI)</p>	<p>We work to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former students.</p> <p>Strongest teachers (with outstanding outcomes) to provide literacy support – specific focus on Assessment Objectives GCSE courses as it is often technique that allows more able students to achieve higher grades.</p> <p>Employ use of specialist English teacher to support Disadvantaged students particularly in Year 11. We will also support maths using Action Tutoring and Teach First Tutor. Action Tutoring is going online and the use of the Teach First tutor will focus on small groups of students both in provision in school and online.</p>	<p>maths TA spends 80% of time with DA students including high attainers.</p> <p>Engage with parents and students before intervention begins to address any concerns.</p> <p>Track data in English and maths at Snapshot days. Look at overlap to ensure maximum proportion are achieving 4+ and 5+ and above in BOTH maths & English.</p> <p>HODs to observe sessions and provide feedback / support.</p> <p>HOD English and Deputy Head Progress to facilitate and track progress of students.</p>	<p>Head of English and Head of maths</p> <p>Deputy Head of school</p>	<p>Ongoing from Snapshot days</p>
ii. Total budgeted cost					£51596

ii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>D. Increased attendance rates for DA students to be in line with Trust Attendance Policy and in doing so, reduce the impact of absence on progress of key students</p>	<p>Attendance officer to monitor students and follow up quickly on truanancies. First day response provision. Work closely with Heads of Key Stage 3 & 4 – weekly meeting to determine actions and evaluate effectiveness. During lockdown this focus shifts onto ensuring engagement and encouraging students to attend provision if they are either children of critical workers or vulnerable.</p> <p>Heads of Year to work with selected students to improve attendance and engagement and to overcome social barriers to learning.</p>	<p>We can't improve attainment for children if they aren't attending school.</p> <p>Identifying barriers discouraging students from coming into school and supporting in overcoming these barriers or have a significant impact on DA students' attendance.</p> <p>Knowing our students very and ensuring that home-school communication is balanced between positives (successes) and concerns due to attendance could build up the relationships we have with parents and so this could improve engagement.</p> <p>Asking what barriers students face, rather than assuming and working together to break them down develops a sense of being in it together.</p> <p>DA rewards and incentives to encourage improved attendance.</p>	<p>Thorough briefing of support worker about existing absence issues.</p> <p>Heads of Year and Deputy Headteacher (C&C) will collaborate with the Attendance Officer to monitor and support attendance.</p> <p>Same day calls about progress for targeted students and reduced timetable re-integration programme if necessary to ensure students attend on a regular basis, building to full timetable.</p> <p>Personalised support and mentor assigned to each PA pupil eligible for DA.</p> <p>Attendance and progress discussed at least fortnightly with DA Coordinator and mentor.</p> <p>Letters about attendance and support worker to visit all PA at home to discuss attendance with parents / guardian and explore barriers</p>	<p>Head of School & Attendance & Pastoral team</p>	<p>Fortnightly to identify patterns which may be developing and changes in students requiring support. Specific PA students checked on daily & regular meetings.</p> <p>Half termly, to assess overall impact.</p>
<p>Increased attendance at extra-curricular events both during the week and at annual events, leading to a higher proportion participating in graduation</p> <p>This has been greatly impacted by lockdown</p>	<p>Developing greater 'cultural capital' for DA students through involvement in a broader range of additional activities – both in and out of school hours.</p> <p>To look for opportunities to set up links targeted at DA students e.g. Sutton Scholars at the University of Nottingham (currently cohorts in Years 7-11) and the Transformation Trust, as well as encouraging participation with Debate Mate (UoN). This is now available online.</p> <p>Making music tuition available to DA students. This is now available online.</p> <p>Encourage students to have a longer-term understanding of how engagement feeds into the Graduation scheme and encouraging students (and parents) to attend in July. (Impacted by lockdown)</p>	<p>To create a spreadsheet to record all participation in enrichment. DA focus to be added.</p> <p>Working more closely with a range of departments to develop a range of annual events and weekly clubs which DA students are encouraged to participate in.</p> <p>Ensure that names of those participating are recorded and tracked across their years in school.</p> <p>A higher proportion of DA students to graduate in 2021 compared to 2020 (and to attend the ceremony)</p> <p>These are all to occur within the limitations of lockdown</p>	<p>Working with colleague responsible for enrichment at BC to broaden opportunities and maintain a record of participation.</p> <p>Use student voice to reflect on areas of success and areas for development.</p> <p>Support from the Finance team</p> <p>Regular conversations with Form Tutors and more promotion of the graduation programme and how points can accumulate.</p>	<p>Head of School & Attendance & Pastoral team</p> <p>Student Support and Heads of Year team, as well as form tutors</p>	<p>Enrichment colleague will review on a termly basis to feed back to LGB</p> <p>Half termly review</p> <p>July Graduation</p>

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<p>C. Problem in ATL - Attitude To Learning</p>	<p>Identify a targeted behaviour and attitude to learning intervention for identified students. Parental meetings arranged, individual timetables in place and specific targets for students.</p> <p>Values driven behaviour and attainment. Ongoing work to develop the 'Culture of Excellence' through assemblies, high standard and positive re-enforcement</p> <p>Counselling with trained counsellor for identified students</p> <p>Alternative Pathways provision for small handful of students – need to ensure students engaging with learning and examinations.</p> <p>Develop a personalised timetable to support a targeted group of students in Key Stage 4 and to expand KS3 & KS4 areas of study through forest School</p>	<p>The Education Endowment Foundation Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students.</p> <p>Data analysis every snapshot day to clearly identify DA students that require additional input and support. Data used regularly to review impact of learning and behaviour interventions.</p> <p>Supporting the Attainment of Disadvantaged Students. The introduction of clear school values, INSPIRE and 'A culture of Excellence' is driving our whole-school ethos of attainment for all. We are also focussing on the concept of "Work Hard Be Well Do Well" to ensure achievement and well-being are discussed openly and regularly with students at all levels/</p> <p>Recognise that some behavioural problems ate linked to emotional or traumatic events that can only be addressed effectively with trained counsellors.</p> <p>Mentoring for specific students – Football Mentoring & Forest school support</p> <p>Evidence that attendance, behaviour and attainment improve if students are on the right courses.</p>	<p>Ensure identification of students is fair, transparent and properly recorded, following Snapshot days.</p> <p>Use Mentors (DA mentors, lead teachers and SLT) to engage with parents before intervention begins.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment – show the link.</p> <p>INSPIRE to be a focus for all staff through a focus month of positive praise/effort cards from teachers leading to raised INSPIRE points - celebration assemblies.</p> <p>Weekly tutor meeting with Heads of Year to identify key students requiring focus.</p> <p>Through tutor programmes, assemblies and day-to-day behaviours and habits.</p> <p>Early identification – school counsellor lead with referrals to CAHMS if necessary.</p>	<p>Assistant Heads –Key Stage 3 and 4</p> <p>Student Support Centre team, SLT</p> <p>School counsellor</p>	<p>Half Termly reviews</p> <p>Ongoing, throughout the school year.</p>
	<p>Mentoring for Years 9-11 focussing predominantly on DA boys to offer them mentoring and careers advice. Partially funded through DANCOPS. Funding now stopped.</p> <p>'Plant-a-seed' introduced to support most disengaged / at risk students and their families.</p> <p>Action Tutoring for 20 Y11 DA students to secure 5 in EN & MA</p>	<p>Behaviour/progress data showed a significant link between behaviour and progress of a significant group of DA boys – current mentoring focusses on small group work based on similar patterns in any demographic emerging through data analysis. Plant-a-seed focusses on students at risk due to attitude to learning and their wider context.</p> <p>Small group and 1:1 work for specific students to support progress.</p>	<p>Regular contact between lead SLT (MON) and mentors, as well as student voice feedback.</p> <p>Discussion with DEV (maths) & LEE (English) and monitoring impact on progress for specific students.</p>	<p>MON & Heads of Year</p>	<p>Plant-a-seed started December 2020 and ongoing.</p> <p>Action Tutoring started in October 2020 and ongoing – moving online in January 2021</p>

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D. Low aspiration and lack of parental engagement	<p>Continue to select cohorts of DA Sutton Scholars for the University of Nottingham outreach programme for higher attaining DA years 7 to 11, to raise aspiration and planning for the future.</p> <p>To maintain contact with the Transformation Trust to provide additional opportunities for MADA and LADA students to visit Lincoln University</p> <p>Lee Canoville football mentoring programme for KS3 students.</p> <p>Also 'Plant-a-see' family support and mentoring as shown above</p> <p>Parents of specific students to be telephoned in advance of events such as parents' evenings and the Key Stage 4 / 5 Exam Success Evening (offering guidance on how to support children through the exam process)</p> <p>More regular communication with parents to encourage greater involvement with school – using letters, social media and online Parents' Forum</p>	<p>Evidence – attendance at events and student voice about the impact the university visits are having on their aspirations for the future. Early intervention programmes have an impact on aspiration, this may encourage students to aim a level higher i.e. leaving school after Level 3, rather than 2, aiming for higher level apprenticeships and also considering university.</p> <p>University visits and discussions surrounding future plans create targets for students to aim for. Social mobility through higher education is increasingly a national discussion point, so broadening students' experiences, not only provides cultural capital but also provides eye opening experiences for students.</p> <p>Greater parental buy-in aimed at encouraging greater involvement in school and students' education. This also aims to enhance home-school communication to build parents confidence in school as a support network for them and their children – especially during lockdown.</p>	<p>Student Support Centre staff responsible for parental engagement by being proactive in contacting parents for events.</p> <p>Colleagues encouraged to ensure that they communicate successes and good ATL to maintain balance of positive and negative communications – too often 'no news is good news' and positive phone calls give parents a reason to answer the phone when school calls.</p> <p>Regular communication both via email and online</p>	<p>Deputy Head of School</p> <p>Student Support centre and Key Stage 3 / 4 leadership to lead on DA parental engagement lead</p> <p>Deputy Headteacher, Heads of Year, Headteacher</p>	<p>Ongoing throughout the year.</p> <p>Also, with a particular focus around parents' evenings.</p> <p>Ongoing.</p>
iii. Total budgeted cost					£99369

This report has been R.A.G. rated to show active strategies and how we are progressing with them:

Red - in need of development

Amber – currently running and developing

Green in place and has been for some time

Blue items are new projects and initiatives for 2020-2021 which will run into 2021-2022

Changes in the funding compared to last year reflects an evolution of our strategy to become increasingly personalised to meet the specific needs of students and to support them in overcoming their own barriers to learning.

Laptops for DA students

Total Number of DA students	167		
Number of laptops given out	83		
Year 11	19 DA	21 laptops given out	100% of DA students have received a laptop
Year 10	32 DA	25 laptops given out	53% of DA students have received a laptop
Year 9	44 DA	13 laptops given out	27% of DA students have received a laptop
Year 8	44 DA	11 laptops given out	24% of DA students have received a laptop
Year 7	28 DA	13 laptops given out	24% of DA students have received a laptop

There is good coverage in the GCSE years, however, this data masks the total number of students who have access to laptops – there are 28 siblings who also have access to these laptops. So 80 laptops are supporting 111 students. We have also had access to 20 dongles to give students internet access and have supported several in the mobile phone providers’ scheme to double their data allowance because on their contracts during lockdown.