

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Blandford School
Number of pupils in school (7-11)	1012
Proportion (%) of pupil premium eligible pupils	238 (24%)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	01/10/2023
Date on which it will be reviewed	Fortnightly Review of plan takes place
Statement authorised by	Dan Johnson & Barry Williams
Pupil premium lead	Barry Williams & Dan Johnson
Governor / Trustee lead	John Seal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211 140
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>Includes PP, Service and Recovery Premium</i>	£307,231

Part A: Pupil premium strategy plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, have full access to the wide range of opportunities and experiences available at school, including academic attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Since 2018, we have made strong progress in raising the outcomes for our disadvantaged learners, and in 2019, this group achieved in line with other students nationally. However, our analysis during and after the partial school closures due to the Covid-19 pandemic showed an increasing attainment gap between disadvantaged students and their non-disadvantaged peers. This plan is a response to this growing gap that increased further and more significantly than we expected in 2022. In 2023, despite the return to 2019 grading levels, we saw an improvement in disadvantaged progress.

We will consider the challenges faced by vulnerable pupils, such as those who are in care, have recently left care, young carers and service children. The activity we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not. The underlying principle of this strategy is inclusion.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils benefit most. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic and its ongoing effects, notably in its targeted support through the National Tutoring Programme and other academic support programmes for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and monitoring, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. In doing so, we will ensure disadvantaged pupils are challenged in the work that they're set and act early to intervene at the point need is identified.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1 Literacy	<p>Analysis of national data and in-school testing alongside discussion with staff and students indicates that decoding and reading comprehension levels for disadvantaged students are lower than non-disadvantaged students.</p> <p>In 2023, the average KS2 Reading score for disadvantaged students in Year 7 was 103, whereas it was 108 for non-disadvantaged students. 28% of disadvantaged students in Year 7 were below the national standard for reading compared to 14% of non-disadvantaged students.</p>
2 Numeracy	<p>Analysis of national data and in-school testing alongside discussion with staff and students indicates that procedural maths skills and understanding of maths specific language for disadvantaged students are lower than non-disadvantaged students.</p> <p>In 2023, the average KS2 maths score for disadvantaged students in Year 7 was 102, whereas it was 106 for non-disadvantaged students. 26% of disadvantaged students in Year 7 were below the national standard for maths compared to 14% of non-disadvantaged students.</p>
3 Pupil Premium attainment and progress	<p>The school currently has a higher proportion of White-British pupils than the national average at 93% and represent one of the lowest attaining groups according to national data. Further analysis shows that White-British students in receipt of free school meals are the lowest attaining group with an Attainment 8 score of 36.1, 4.8 points below the next recognised ethnic group.</p> <p>Our school population indicates that the proportion of White-British boys is greater than any other group. National data shows that White-British boys are amongst the lowest attaining groups.</p> <p>(Data from government report on Attainment 8, March 2022)</p>
4 Attitudes to Learning	<p>Analysis of in-school data indicates that Pupil Premium students have lower attitude to learning scores than their non-Pupil Premium peers. Data shows that the average attitude to learning score for pupil premium students is low compared with non-pupil premium students. Through observations and discussions with teachers and students, it is recognised that this can result in poor behaviour for learning and low levels of resilience. The attitude to learning gap between pupil premium and non-pupil premium scores persist during students' time at the school.</p>
5 Aspirations	<p>Observations and discussions with students and families indicate that the rural nature of the town and surrounding villages restrict students' experiences of the wider world and the level of cultural capital they possess. This, coupled with historically high employment rates/availability of employment can lead to low aspiration due to a lack</p>

	of knowledge of the opportunities that exist for these students in the wider Dorset area and beyond.
6 Learning and Support	<p>Our assessments, observations and discussions with teachers, students and families suggest that there is a continued impact on students' learning because of the COVID-19 pandemic and the partial school closures despite many vulnerable students attending school regularly at this time.</p> <p>The impact on those students who have less advantaged home learning environments and support in terms of both resource and family continues in terms of progress. This has resulted in increasing the gap between pupil premium students and their non-pupil premium peers and reversing the progress we had made prior to the partial school closures. This is supported by national data.</p> <p>Discussions with pupil premium students have highlighted that the increased knowledge and skills gap has been noticed and this has affected their attitude to learning and self-esteem.</p>
7 Attendance	<p>In the first full year back from partial school closures, our attendance data for pupil premium students was 87% compared with non-pupil premium figure of 91%.</p> <p>Where low attendance still exists, there are gaps in learning and this has been exacerbated on the return from the COVID-19 closures.</p>
8 Parental Engagement	<p>Our analysis shows parental engagement of pupil premium students is lower than parents of non-pupil premium students. Our own analysis of parents and carers evening attendance shows fewer parents of PP students attending this event with 62% of parent of pupil premium students attending parents and carers evenings compared to 76% of parents of non-pupil premium students. Attendance at other school events, such as parent and carer information evenings follow a similar pattern.</p> <p>A greater proportion of parents of pupil premium students challenge the school's policies on behaviour, uniform, attendance and homework, shown through analysis of minutes of panel meetings and email communication.</p>
9 Supporting vulnerable students	<p>Analysis of numbers of students accessing the school's Student Support Worker and the Mental Health Support Team indicates that there are increasing issues around students' mental health and well-being. Those students who are more vulnerable, such as children in care, post-looked after and an increasing number of young carers, require additional assistance, including increased access to mental health and other support to reach their potential.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

No.	Intended outcome	Success criteria
1 Literacy	Considerable progress to be achieved and evidenced in decoding, reading comprehension and writing.	<ul style="list-style-type: none"> Intervention is delivered to the appropriate students based on standardised testing. Accelerated progress to catch up to chronological reading age by making one to two months progress per lesson or eight months for every calendar month of intervention. Comprehension intervention shows students making 'higher' or better progress, using NGRT. NTP data shows improvement based on baseline tests and school-wide data Teachers have recognised improvement through engagement in lessons and book scrutiny. Student voice should be more positive and highlight more confidence in lessons 48 students from Years 7-9 have been part of Thinking Reading or Rapid Plus (Reading comprehension) this year. Breakdown of Year groups involved Year 7 – 12, Year 8 – 15 and Year 9 – 21. Some students experienced both interventions as they graduated from the Think Reading programme and moved onto the Rapid Plus programme. <p>Here is the break down for each intervention:</p> <p>Year 7 TR – 30% caught up to reading age. CI – 10% caught up.</p> <p>Year 8 TR – 73% caught up to reading age. CI – 54% caught up.</p> <p>Year 9 TR – 100% caught up to reading age. CI – 55% caught up.</p> <p>The majority of Year 7 students had to wait to be allocated to the programmes due to staffing and timetabling, hence the lower impact.</p>

2 Numeracy	Considerable progress to be achieved and evidenced in procedural maths skills.	<ul style="list-style-type: none"> Intervention is delivered to the appropriate students based on standardised testing NTP data shows improvement based on baseline tests and school-wide data
3 Pupil Premium attainment and progress	Improved progress 8 score to be achieved by students eligible for Pupil Premium. Improved attainment by students eligible for Pupil Premium.	<ul style="list-style-type: none"> Students eligible for Pupil Premium attain and make progress broadly in line with other students nationally at GCSE.
4 Attitudes to Learning	Students eligible for Pupil Premium demonstrate similar attitudes to learning as their non-Pupil Premium peers	<ul style="list-style-type: none"> Analysis of teacher judgements show Pupil Premium students on average have a Good or better attitude to learning The number of detentions received by Pupil Premium students is lower than 25% of the total number The number of isolations and suspensions received by Pupil Premium students is lower than 25% of the total number Observations and student voice analysis shows greater resilience demonstrated by Pupil Premium students
5 Aspirations	Students eligible for Pupil Premium have greater opportunity to develop their cultural capital and increase aspirations	<ul style="list-style-type: none"> Pupil Premium students given priority on trips Increased number of Pupil Premium students attending trips compared to previous year Increased number of Pupil Premium students attending extra-curricular clubs Analysis of student voice highlighting increased aspiration All Pupil Premium students have at least one careers appointment before the options process, in Year 10 and before Christmas in Year 11 Destination data shows rates for Pupil Premium students to be at least 96% in work, apprenticeship or some form of education.
6 Learning and Support	Pupil Premium students make similar progress to their non-pupil premium peers	<ul style="list-style-type: none"> Analysis of internal teacher assessments show progress of pupil premium students to be in line with non-pupil premium students with similar starting points Analysis of targeted support assessments show good progress in

		<p>the specific areas identified that require improvement</p> <ul style="list-style-type: none"> Analysis of student voice shows pupil premium students are more confident in lessons
7 Attendance	Students eligible for Pupil Premium attend in line with other students nationally	<ul style="list-style-type: none"> Students eligible for Pupil Premium attend to a minimum rate of 94% this year.
8 Parental Engagement	Parents of PP students attend Parents' Evenings and other events.	<ul style="list-style-type: none"> Attendance rates at parents' evenings/meetings of parents of PP students improves from 64% to 80% or to equal that of non-eligible families.
9 Supporting vulnerable students	CLA and Post-CLA and children who are otherwise vulnerable, receive the necessary support to attend regularly and overcome any personal barriers to success in order that they can engage effectively in education. They complete their GCSEs and progress to appropriate progression pathways ready for learning and equipped with the skills they will need in later life.	<ul style="list-style-type: none"> Attendance rates are in line with other students. Students complete their GCSEs. Progression rates evidence destinations in line with national. Case studies, including stakeholder feedback, and student voice demonstrate positive responses to support offered and received.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	<p>See Appendix 1</p> <p>Spearhead whole staff training to promote inclusion through Quality First teaching, take account of the high impact/low cost strategies recommended by the revised EEF guidance and current research. Succeed in further embedding practice to achieve the best outcomes for pupil premium students through the 6 principles of inclusion promoted by TBS, underpinned by Principles of Instruction and GTT Evidence Review.</p> <p>Forge local contacts and investigate and react to national trends and recommendations with regard to the Pupil premium strategy.</p>	3&4
Student Achievement Champion	Specific role created to increase focus on PP students at TBS as well as administrative support to regularly track	1-9

	and monitor performance of Pupil Premium students through the use of the inclusion dashboard	
<i>Student Support Worker</i>	PP Students have priority access to our SSW, this has helped greatly in ensuring that many students have been able to overcome issues in school, maintain attendance and engagement in lessons.	6, 7, 8, 9
<i>Academic Learning Mentor</i>	The Academic Learning Room allows us to work more closely with students in small groups to ensure that they continue to make progress. The use of this room has also enabled us to reintegrate students who have had poor attendance and anxieties about returning to school. Routines have changed in 2023 to incorporate greater structure and future planning for reintegration.	1, 3, 6, 7
<i>Alternative Provision</i>	We work with a range of institutions to ensure the educational needs of all students are able to be met.	1-7

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Thinking Reading</i>	There is clear evidence of the successful impact of this programme (available below for 2022/23 academic year). The majority of students who access this programme are in receipt of pupil premium.	1, 2, 3
<i>In-class targeted Maths support from qualified maths teachers</i>	Staff that have previously ran successful interventions in Maths are now supporting specific students in lessons, this allows these students to continue their progress in the lesson with their class teacher, while also	1, 2, 3

	being supported an additional qualified maths teacher when needed.	
<i>National Tutoring Programme</i>	<p>The Education Endowment Foundation (EEF) published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to help them direct their additional funding in the most effective way to promote Catch Up. This included small group or one-to-one tuition (particularly through the National Tutoring Programme)</p> <p>There is clear evidence of the successful impact of this programme (available below for 2022/23 academic year). The majority of students who access this programme are in receipt of pupil premium.</p>	1, 2, 3
<i>In Lesson – Targeted Intervention</i> Identification of gaps and terminology required in lessons to inform use of external agencies.	<p>Students who are 'Below Expected Progress' will receive a focussed approach from teachers in line with our inclusion approach. These are shared with their classroom teachers and are reviewed in a fortnightly meeting. Historical progress data and student voice highlights the effectiveness of this intervention.</p>	1, 2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Panels	We have significantly improved attendance rates through use of this strategy since Jan 2016, these allow us to get a team of adults	7

	<p>and professionals around the students to offer support and guidance.</p> <p>https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/08/CSJ-A_Level_Playing_Field.pdf</p>	
<i>Aspirational Trips</i>	<p>The application rate for university places from 18-year-olds living in the most disadvantaged areas in the UK stands at 28.8%, up from 27% in 2021 and over 10 percentage points higher than in 2013. A total of 38,300 students from the most disadvantaged areas of the country have applied to university this year.</p> <p>While these figures represent a narrowing of the gap the application rate for 18-year-olds from the least deprived areas remains over twice that rate at 59.5%.</p>	5
<i>Equipment Provision</i>	Some parents have told us that they find it hard to prioritise school uniform and equipment and help with this ensures that students are not negatively affected by a lack of what is required.	6, 8
<i>Careers Support</i>	Our pupil premium have priority access to meet with our careers advisors in school as well as being part of the community mentoring scheme. Surveys from staff and students have indicated the positive impact of these schemes, students have been able to attend careers based visits as a result of both.	5
<i>Rewards</i>	As a school, we are trying to raise the profile of achievement points and merits. Each term we run a rewards event which allows students to celebrate their achievements as well as a parents event at the end of the year.	3, 4, 5, 7, 8
<i>In-school student support</i>	We offer a wide range of support through our own staff (SSW and AMR) as well as working with outside agencies to support our students. This is a common strategy used by schools and impact data from these support strategies is positive.	1, 2, 3, 4, 6, 9
<i>External agency student support</i>	We work with a number of external agencies including AFC Bournemouth, MYTIME Young Carers, CAMHS to support a students as much as possible.	1-9

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

No.	Intended outcome	Impact
1 Literacy	Considerable progress to be achieved and evidenced in decoding, reading comprehension and writing.	<ul style="list-style-type: none"> NTP data shows 50% of students in Year 7 who underwent the intervention caught up with their peers. In Year 8, this figure was 100% and in Year 9 it was 88%.
2 Numeracy	Considerable progress to be achieved and evidenced in procedural maths skills.	<ul style="list-style-type: none"> NTP data shows 85% of students in Year 8 who underwent the intervention caught up with their peers. In Year 9 it was 75%.
3 Pupil Premium attainment and progress	Improved progress 8 score to be achieved by students eligible for Pupil Premium. Improved attainment by students eligible for Pupil Premium.	<ul style="list-style-type: none"> Progress for Pupil Premium students improved to -0.85 in 2023 from -1.14 in 2022. However, when three outliers are removed, who received extensive intervention but did not engage fully, this figure increases to -0.5. Attainment of Grade 4 or above in English for Pupil Premium students was 59% against a national average of 64%. Attainment of Grade 4 or above in Maths for Pupil Premium students was 59% against a national average of 61%. When the three outliers are removed, the figures rise to 69% for English at 4+ and 62% for Maths.
4 Attitudes to Learning	Students eligible for Pupil Premium demonstrate similar attitudes to learning as their non-Pupil Premium peers	<ul style="list-style-type: none"> For Year 7, AtL score was 2 for Pupil Premium students compared to 1.72 for non-Pupil Premium students. For Year 8, AtL score was 1.86 for Pupil Premium students compared to 1.68 for non-Pupil Premium students. For Year 9, AtL score was 1.98 for Pupil Premium students compared to 1.72 for non-Pupil Premium students. For Year 10, AtL score was 2.07 for Pupil Premium students compared to 1.86 for non-Pupil Premium students. For Year 11, AtL score was 2.23 for Pupil Premium students compared to 1.86 for non-Pupil Premium students.

		<ul style="list-style-type: none"> 29 Pupil Premium students (11%) received a suspension in the 22/23 academic year compared to 30 non Pupil Premium students (4%). Of those that received suspensions, 44 days of education was impacted compared to 47.5 days for non Pupil Premium students.
5 Aspirations	Students eligible for Pupil Premium have greater opportunity to develop their cultural capital and increase aspirations	<ul style="list-style-type: none"> £4000 of Pupil Premium funding was used to support disadvantaged students to attend trips, including visits to Paris and Seville. 27 PP students in Year 9 visited Bath University. 51 students attended trips organised by AFC Bournemouth including match day experiences, community workshops and Premier League Inspire graduation events. All Year 10 Young Carers graduated from their employability programme, held at Bournemouth University. In addition, PP funding was used to support subject-specific trips.
6 Learning and Support	Pupil Premium students make similar progress to their non-pupil premium peers	<ul style="list-style-type: none"> In Year 7, 87% of PP students made expected progress compared to 92% of non-PP students. In Year 8, 99% of PP students are making expected progress, an improvement from 86% in Year 7. 99% of non-PP students in Year 8 made expected progress. In Year 9, 89% of PP students made expected progress, an improvement from 83% in Year 8. In Year 9, 91% of non-PP students made expected progress. In Year 10, predicted progress was -0.87 in the summer of 2023, an improvement from -0.95 in the spring. This is compared to -0.17 for non-PP students.
7 Attendance	Students eligible for Pupil Premium attend in line with other students nationally	<ul style="list-style-type: none"> Average attendance of PP students was 85.8% compared to 92.3% for non-PP students. This compares to a national figure for PP students of 85.3%, where all years except Year 9 below the national figure for PP students. (Source: FFT)
8 Parental Engagement	Parents of PP students attend Parents' Evenings and other events.	<ul style="list-style-type: none"> The attendance of PP parents at parents evening was 60%, compared with 76% for Non PP students. Strategies are in place to support this, the move to online parents evening

		taken by the majority of secondary schools has impacted this figure due to limited time slots available. Parents are offered feedback on their child if they are unable to attend and contacted prior to bookings going live to allow them to plan ahead for this.
9 Supporting vulnerable students	CLA and Post-CLA and children who are otherwise vulnerable, receive the necessary support to attend regularly and overcome any personal barriers to success in order that they can engage effectively in education. They complete their GCSEs and progress to appropriate progression pathways ready for learning and equipped with the skills they will need in later life.	<ul style="list-style-type: none"> • Of three students in Year 11 in 2022/23 who were CLA, two have returned to TBS Sixth Form to complete Level 3 studies, the third has begun a Level 2 apprenticeship in Childcare. • One student in Year 12 was CLA, and completed Level 2 courses at TBS and now has enrolled in Military Preparation at Kingston Maurward College • Of two students in Year 11 who were Young Carers, the first has enrolled in Level 3 courses at another sixth form provision and the second has gained a mechanics apprenticeship. • Of the two students in Year 13 in 2022/23 who were Young Carers, one achieved three A-levels at ABB and is attending Manchester University and the second is taking a gap year, applying to university in 2024. • 45% of the students seen by our Student Support Worker are either PP, Young Carer's or CIC. Our SSW has ensured these all receive regular appointments.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Premier League Inspires Programme	AFC Bournemouth
National Tutoring Programme	Teaching Personnel
Mental Health Support	NHS MHST

	Mosaic CAMHs REACH YPEDS SPACE STARS Early Help
MYTIME Young Carers	MYTIME Young Carers
Community Development	Service Children Support – Army Welfare Service

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Historically our service children have very positive behaviour, attendance and progress data. We use our service premium to try to support any disadvantages that may come about due to movement between schools and lack of support available due to enforced parental absence. This premium is used to provide emotional support from our Student Support worker, fund transport home for students from after school clubs, provide revision guides and resources to students to support learning outside of the classroom, fund time and venue for a Community Development officer to attend school regularly and work with service children. Additionally, this year we are working with the Army Welfare Service on a number of different projects for our young people.
What was the impact of that spending on service pupil premium eligible pupils?	Service children attend well and make good progress across a range of subjects.

Further information (optional)

Appendix 1- Evidence base

A Tiered Approach to Catch-Up

Considering a tiered planning model for the current academic year can help schools balance approaches to improving teaching, targeted academic support and wider strategies. It is recommended in the EEF's Guide to the Pupil Premium as a way to help schools focus on a small number of strategies that are likely to make the biggest difference.

The tiered approach is a helpful heuristic that can supplement school leader decisions regarding the allocation of funding, energy, training and time.

EEF Guide to Supporting School Planning, 2021

1. Teaching

The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.

Our recent review of the evidence on 'Special Educational Needs in Mainstream Schools' found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components of high-quality teaching and learning for pupils.

Targeted diagnostic assessments can support teachers to monitor pupils' progress, particularly as they maintain classroom routines and recover any learning loss.

2. Targeted academic support

Considering how classroom teachers, teaching assistants and external partners can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, is likely to be a key component of effective planning for this academic year.

3. Wider strategies

Continuing to re-establish the routines of the classroom, and of school, will likely prove beneficial for pupils.

Supporting pupils' social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning.

Figure 1: The tiered model for school planning



TEACHING

High quality teaching for all

- Focus on the 6 principles of effective teaching to promote inclusion
- Support from Rosenshine's principles and the GTT Great Teaching Review
- High quality texts in lessons and homework – Tier 2 and Tier 3 language;
- Reduced marking and more 'live' feedback evident;
- Focus on feed forward – anticipating misconceptions – prevention;

Effective diagnostic assessment

- Embedded frequent low-stakes quizzing of previously learnt content;
- Starters focus on methods of retrieval practice to support memorisation and promote success;
- Efficient identification of issues that need addressing;
- Review of key knowledge and concepts;

Focusing on professional development

- Whole-school T&L approach on inclusion delivered;
- Introduction of Inclusion: The TBS Way
- Introduction of the 6 principles of teaching and learning to promote inclusion
- Adoption of the 90/10 model
- Focus on Rosenshine's Principles of Instruction and GTT Great Teaching Toolkit;
- Re-setting of expectations for behaviour and learning with a focus on the emotionally-safe classroom;
- Use of Walkthrus as a primary support for CPD;
- Availability other supportive resources (eg. TLAC, Seneca, podcasts such as 'Boys Don't Try?') and revisit of influential educators (eg. Tom Bennett, Dr Bill Rogers, John Sweller);
- Continued professional development through whole-school sessions and trios.

TARGETED ACADEMIC SUPPORT

- High quality one to one and small group tuition
- Teaching assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

WIDER STRATEGIES

Supporting pupils' social, emotional and behavioural needs

Planning carefully for adopting a SEL curriculum

1. Sequenced activities that lead in a coordinated and connected way to skill development.
2. Active forms of learning that enable young people to practise and master new skills.
3. Focused time in the school day/classroom (or in more 'blended' models) spent developing one or more social and emotional skills.
4. Explicitly define and target specific skills.

Communicating with and supporting parents

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning - A tiered approach to 2021.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf)