

Task/Strategy	HoS	Deputy Head	Senior Deputy Head	Assistant Head	Assistant Head	AVP	Year Heads	AVP	Curriculum Leaders	Personal Tutors	Non-teaching Team
Tipton responsible		Curriculum & Data Analysis	KS3	Assessment & Cover	Behaviour and Inclusion	Pupil Premium	Behaviour/Attendance/Progress	T&L			
Teaching & Learning	<p>Quality of assessment Learning Walks. Academic coaches and Para Professionals are employed across the academy in the core subject to deliver additional support and intervention strategies. Review of pupil premium data to ensure good progress is made Ensure all subject are fully staffed with specialist teachers and pupil premium students have access to additional resources. Develop a programme of bespoke CPDL to ensure all lessons are moving towards a good standard. Developing specialised curriculum to meet the need of Vulnerable learners in KS3</p>				<p>In class support for vulnerable “pupil premium” students.</p> <p>AHOY do “staff intervention” every day for pupils who are at risk of receiving a C3 (which is a subject detention). This happens during every single lesson and the AHOY responds to their own specific year group.</p> <p>Two vulnerable groups created in KS3 curriculum. One in Year 7 and one in Year 8. These groups are made up of pupils with various needs but nearly all pupils are PP. The intervention and teaching is designed to aid transition and reduce potential exclusions as well as developing pupils learning.</p>	<p>Quality of teaching for PP. CPD. Learning Walks. Develop Q&A system for data rasing questions and providing guidance through meetings and analysis.</p>	<p>Learning Walks QA Tutor Time to ensure robust action plans. CPD for Personal Tutors. Ensure students understand short term improvement targets. Analyse PP data to establish targeted interventions for their specific year group’s focus.</p>	<p>Embed PP first strategy Quality of teaching for PP. CPD. Learning Walks</p>	<p>CPD. Curriculum development. Learning Walks. Ensure LCs set short term improvement targets and actively monitor progress.</p>	<p>Check that Learning Diaries are signed. Strategies to improve attendance</p>	<p>1-2-1 support within Inclusion. Program of intervention.</p>
Parental Engagement	<p>Quality assurance of Parental Interactions Community links Development of pathways evening as subjects showcase their content, ensuring parents are provided with a full overview.</p>				<p>Target Year 11 pupils to be provided with revision packs. Parent’s evenings. Parent forum.</p>	<p>Meet students who don’t make appointments and underachieving PP students.</p>		<p>Systems to ensure regular positive contact home Partnership project with UoW to support engagement with families in education and lifelong learning to support raising of aspirations within the household</p>	<p>Meet PP to check they know about appointments.</p>		

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Out of hours learning	Oversight of the deployment of staff Whole academy timetable	Promoting after school clubs. Cards to students to invite to clubs			Targeted interventions for exam groups. Morning and after school revision for targeted pupils.	Keep track of PP attendance at additional activities and how it can be improved.		Study support resources and materials and subsidising academic/ educational visits critical to programmes of study and qualifications courses.		Encourage participation and attendance	Developing enrichment clubs Programme of interventions for vulnerable learners.
Attendance & Punctuality	Strategic overview of all groups. Raise questions about patterns and issues. Meet with Key families				Using pastoral staff to do daily home visits to challenge our non-attenders. Utilising staff from the Q3 MAT to work alongside the attendance team to improve all aspects of attendance including targeting PP students.	Issues with attendance of PP learners in form time questioned and followed up.		Teaching staff identify and raise concerns regarding PP students who have poor attendance and or punctuality to lessons		Issues with attendance of PP learners in form time questioned and followed up.	
Behaviour	Monitor pp rewards and negative behaviour for gaps between PP and non PP. Mentoring key students				Support our vulnerable pupils to eradicate low level and repeat behaviours. Utilising current staff to offer anger management and mentoring on top of the external agencies used for various levels of interventions. 2 members of the pastoral team utilised to work in the internal exclusion room. This	Support staff with a strong behaviour for learning policy Monitor pp rewards Identify weekly patterns comparing PP and NPP positive and negative points researching underlying causes to prevent in following periods.		Monitor PP rewards Support staff by following to behaviour for learning policy		Monitor Q points and share success and steps to improve.	Data team to include points alongside academic outcomes.

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					provides opportunity to also do targeted interventions/mentoring with our PP pupils. HOY identify PP pupils from data from sira and classcharts for targeted interventions monitored by AHOY.						
Raise level of Literacy	Agree funding for Reading Age software. Centralised analysis of Reading Age. Direct Cover Supervisors to work with students with low reading ages			In class support for vulnerable "pupil premium" students. Targeted classes in both Year 7 and Year 8. 14/25 lessons per week.	Identify poor levels of performance in English Identify gaps in Reading Ages between PP and NPP for particular year groups.	Develop an action plan - Raising levels of literacy and to become a permanent feature of all development planning All teaching staff to have access to students reading ages and ensure this is evident in black planners		Include Reading Ages in marksheets and Class charts.			
Raising Aspirations	High awards provisions (CEO/Head)		KS3 curriculum does not disadvantage PP students. Mixed ability groups. KS4 options give PP students opportunity to do EBacc subjects CCF to develop students. Meet students on a one-to-one to guide appropriate choices. Targeted specific advice towards pupil premium students.	Having outside agencies work with the pupils. Careers events and mock interviews, where all PP pupils are supported with raising aspirations.	Identifying improvements in attendance and reduction in Negative Q points.	Regular celebration of achievement in lessons and across departments	Collate book orders. Keep records of purchases. Sell at Academy events.	1-2-1 mentoring			
Broaden Experiences	Actively promote trips Introduce Passport of entitlement Develop the Aspire program			Reward/achievement days for PP pupils who display consistent good behaviour/achievement in school.	Signpost access to financial support for PP students.	Continue to support extra-curricular offer					

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					Certificates provided in achievement assemblies led by the HOY. Pupil premium students with SEN needs are identified early and their access arrangements are in place in place for formal examinations						