

School	Skipton Girls' High School	Total Budget Allocation	£51,280	Number of Pupils	641
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Strategies	Rationale	Implementation	Cost (£)	Intended Impact	Benchmark
<p>1. Teaching</p> <p>High quality teaching for all</p> <p>Effective diagnostic assessment</p> <p>Supporting remote learning & access to technology</p> <p>Focusing on professional development</p>	<p>Quality First Teaching is the most important lever to improve pupil outcomes.</p>	<p>In order to address the fallout from the first lockdown, we decided to follow the EEF's tiered model to diagnose and effectively plan to address student gaps and barriers, which clearly accounted for the very deliberate bias towards quality first teaching and professional development, but also strategies to offer targeted support (see below) and wellbeing needs (see below).</p> <p>September training and subsequent CPD was designed to address the need for adapting quality first teaching in blended and remote learning contexts. The year's theme for CPD has been "responsive teaching" and in sessions 1-3 we worked specifically on diagnosing gaps, making necessary curricular adaptations (including trimming and interleaving to support recall and strengthen potentially 'weaker', pandemic learning) and using formative assessment as our main tool for addressing these student gaps. Our trust inset day focused then on the groups and cohorts needing more targeted support (see below). Between October and the second term, we focused CPD sessions on a blended and remote learning project, where staff shared and trialled strategies and assessed their impact. During second lockdown, we established a collapsed, flexible CPD model, whereby staff were</p>	<p>Resources £5000</p> <p>CPD £2403</p>	<p>The intended impact was to ensure staff were relentlessly focused on student gaps and using the curriculum as the progression model to intervene and address these gaps. It seemed the ever-shifting educational landscape ironically may make us more responsive, in our attempt to emulate Hattie's approach after the Christchurch earthquake, where he explains why student attainment increased as a result of the disaster, since "teachers tailored learning more to what students could not do, whereas often school is about what teachers think students need, even if they can already do the tasks". We also did not want to direct our efforts and funding to national programmes and intervention packages, since we firmly believe in the skill and expertise of our teachers, equipped with the knowledge of their specific needs (after robust assessment and diagnostic practices), to best furnish our cohort with their next steps to succeed.</p>	<p>Biweekly SLT quality assurance in the form of student, cohort and groups level learning conversations</p> <p>An ongoing period of Learning Director level quality assurance, directed towards subject-specific at-risk groups and individuals</p> <p>Staff questionnaire in January 2021 to ascertain teacher perception of their confidence and comfort in remote and blended learning practices</p> <p>Reviewing year and group level analyses of progress as per the assessment calendar</p>

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		encouraged to share best practice (particularly in diagnostic and formative assessment and feedback and teaching with effective technologies) via a staff Teams CPD channel.			
<p>2. Targeted Academic Support</p> <p>High quality one to one small group tuition</p> <p>Teaching assistants and targeted support</p> <p>Academic tutoring</p> <p>Planning for pupils with Special Educational Needs & Disabilities</p>	High quality, structured and targeted small group and one to one interventions can be a powerful tool for supporting pupils.	We decided not to enrol into the National Tutoring Programme, believing our cohorts would more benefit from targeted academic support within our school, utilising the best teachers and capacity we already had. This was decided following discussions at many levels, before and after training on the NTP was undertaken. Instead, we decided the catch-up fund could be best utilised via the acquisition of an academic mentor, whom we could use strategically to unearth and plan to address (in a bespoke way) student barriers to learning. Such a mentor was provided with a student caseload across years, according to need (needs were diagnosed and caseload was decided via a 'multi-agency' approach, whereby the AHT for Professional Learning/PP/Catch Up liaised with the AHT for Progress at KS4 and the progress leader for KS3 to explore data, lockdown engagement and attendance data and behaviour data). We also organised catch up tuition for core subjects (English, Maths and Science), in accordance with the research done by the Confederation of Schools Trust, 2021, who advocated for "short, regular sessions for a set period	<p>Academic Support Officer £27,917</p> <p>Catch Up Support in English, Maths, Science £5400</p>	We intended to work strategically as a team to diagnose and plan, via a graduated approach, to best offer targeted support to the most needy cohorts. This involved establishing new monitoring protocols and extra training for staff to ensure the use of assessments diagnostically, so that reporting was accurate and robust and reliable for us to use in inform our next steps. We also triangulated this subject data with attitudinal and behavioural tracking, alongside attendance (in online and in-school contexts), as well as cross-referencing with 'at-risk' groups (SEND, PP, Ethnicity, Persistent Absence etc.). Quality assurance protocols already in place were intended to be used to evaluate the impact of these strategies.	<p>We established the catch-up cohort following the inset day on 23rd October and this was made visible and 'filterable' on our system, SISRA. This would allow subject leaders to continue to monitor the effectiveness of their curricular adaptations but then inform further action for students requiring additional, targeted support.</p> <p>School leaders collaborated, following second lockdown, to build a caseload for our academic support officer. This was to be monitored in carefully calendared SLT work scrutinies/learning conversations at multiple, stepped opportunities to assess the impact upon their learning across their subjects.</p> <p>The core subject intervention programmes were started with a communication of the</p>

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		<p>of time” which they say “appear to result in optimum impact”. Another reason for offering this in lieu of the NTP was in consultation with the CST, who also claim that “evidence suggests tuition should be additional to, but explicitly linked with, normal teaching”.</p>			<p>data and reasons for barriers to learning and then the aim is to reassess at the end of the academic year how successful the six week programme was. Progress tracking next academic year would also allow us to monitor the effectiveness of this targeted support.</p>
<p>3. Wider Strategies</p> <p>Supporting pupils’ social, emotional and behavioural needs</p> <p>Communication with and supporting parents</p>	<p>To overcome barriers to success, some of which may be new, a range of wider strategies to support pupils will be deployed demonstrating both creativity and flexibility in planning.</p>	<p>In this third tier within the EEF tiered model, we wanted to build more capacity through our school counsellor, who could continue to support our students with social, emotional and behavioural needs. She would increase her time allocation to increase her caseload, tackling and liaising with others to better support students with more individualised needs for support.</p> <p>We also used the counsellor to offer our parents additional support, particularly communicating strategies home that would help parents support their children with these needs.</p> <p>We used our Parents in Partnership team to continue to reflect upon the provision we have for tier three support, seeking further collaboration for strategies.</p>	<p>School Counsellor £10,560</p>	<p>The intended impact of our tier 3 strategies is to offer wrap around support for barriers that are less centred on learning, but compound learning impediments. Our intention is to build teams around our students with social, emotional and behavioural needs and, after effective ‘multi-agency’ style diagnosis, put plans together that allow for maximum support. The communication between the student and our safeguarding teams, SENDCO, AHT responsible for PP, teachers, parents and these front-line pastoral workers is paramount here.</p>	<p>Mutiple review meetings and conversations are aimed to occur in line management and SLT meetings.</p> <p>Causes for concern are flagged up in multiple ways; this happens via student self-referral, teacher/tutor or staff referral, parent referral or data concerns (including progress and behavioural/attitudinal data). As such, communication between different stakeholders is ongoing and support repeatedly reviewed.</p> <p>Our reporting calendar also triggers reviews for students whose social, emotional and behavioural need may affect their progress.</p>

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