

**Overall aim**

To overcome the challenges and barriers which can cause an achievement gap include financial difficulty, lack of academic support, organisation skills, relationship difficulties, social skills, poor attendance, punctuality issues, no internet access, SEN and EAL but in particular LAC students who face additional challenges given the nature of their individual situation.

- Address the range of individual needs into account through 1:1 (required by HOPE virtual school for LAC students) or small group work as appropriate.
- Engage with parents/carers/social care to take their views on the needs of their child into account.
- Provide a variety of non-teaching staff to meet the needs of the various sub groups. E.g. student well being
- Provide necessary training to teaching and non-teaching staff
- Academic support: All students identified as being in the LAC Pupil Premium cohort will benefit from additional Math and English tuition if appropriate to ensure that they have a positive and successful learning experience and to close the gaps in any current attainment compared to predicted grades.
- Financial support: If a child is within the LAC Pupil Premium cohort then subject to approval we are able to provide a reduction of the cost of any school trip/event that links to the curriculum whether inside or outside of school (this also applies to DoE scheme) ; we will also provide any revision books your child would benefit from and peripatetic lessons will be considered on a case by case basis. Some enrichment activities can be financially supported e.g boxing, climbing, DofE

1. The progress gap between LAC and non-LAC students becomes narrower - particularly with regards to Eng & Ma GCSE
2. Individual students' needs are better met through a more personalised approach through Personal Education Plans
3. Engage with and support parents/carers/social care more effectively.
4. Safeguarding issues and the impact individual circumstances are key to our understanding & support

<b>Designated teacher</b>	Rachel Edwards
<b>Total number on Roll</b>	930

<b>Number that are LAC / PLAC</b>	8 / 20 (including SGO)
<b>Projected spending</b>	LAC = £13,000 PLAC funding is lag funded (current PP+ based on previous year's figure of 14 students)

<b>Strand</b>	<b>Actions</b>	<b>Intended Outcomes</b>
<b>HIGH QUALITY TEACHING</b>	<ol style="list-style-type: none"> <li>1. TEEP (Teacher Effectiveness Enhancement Programme)</li> <li>2. Appraisal Targets</li> <li>3. Provision Mapping software</li> <li>4. Class charts</li> <li>5. Quality Assurance Process monitors quality of curriculum and engagement</li> </ol>	<ul style="list-style-type: none"> <li>● Teaching will continue to develop and support LAC students</li> <li>● Focused support vulnerable students as UPS target</li> <li>● These vulnerable students are rewarded positively and supported in their behaviour choices</li> <li>● Teachers will have a greater understanding of student's needs and therefore be able to adapt planning and further personalise.&amp; share good practice</li> </ul>
<b>TARGETED ACADEMIC SUPPORT</b>	<ol style="list-style-type: none"> <li>1. PEP process</li> <li>2. 1:1 English &amp; Maths for LAC &amp; SGO significantly below AREs</li> <li>3. 1 on 1 HOH meetings to identify barriers.</li> <li>4. Head of House role to focus on academic &amp; social interaction support</li> </ol>	<ul style="list-style-type: none"> <li>● A more personalised approach will ensure that student needs are met.</li> <li>● Students will be more confident in identifying their barriers in English &amp; Maths &amp; applying solutions/strategies/revision techniques</li> <li>● Heads of House will dedicate much of their focus towards the academic &amp; social progress of their LAC students - holding 1:1 conversations for student voice feedback</li> </ul>
<b>WIDER STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Careers / (including V6 application support &amp; college visits</li> <li>2. carer/social work/HOPE school engagement and support</li> <li>3. Letters and communication home / social worker</li> <li>4. Attendance Officer</li> </ol>	<ul style="list-style-type: none"> <li>● Inspired and better careers guidance - Aspirations event at UWE, adjusted offer place for V6</li> <li>● Attendance, wellbeing, engagement and behaviour of LAC students will improve due to the extra opportunities that are</li> </ul>

	<ul style="list-style-type: none"> <li>5. Behaviour - focused support by HoH</li> <li>6. Wellbeing staffing - focused support from HoH, Assistant HoH and wellbeing team</li> <li>7. Universify</li> <li>8. Yr 7 Residential Camp</li> <li>9. Carer / social care engagement by improving communication</li> <li>10. ACEs training for staff</li> </ul>	<p>dedicated to assist LAC students.</p> <ul style="list-style-type: none"> <li>● LAC attendance monitored by HoH and the HOPE school / taxi</li> <li>● Year 7 LAC students will have a more effective transition from Primary to Secondary school.</li> <li>● University visits for LAC students to raise aspirations</li> <li>● Additional financial support can be requested for specialist activities / events from social care</li> <li>● Ensuring that there is a positive line of communication</li> <li>● All staff have an understanding of the impact of ACEs that may have been experienced by LAC students</li> </ul>
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PLAC mentor / family support / ACEs specialist?

<b>HIGH QUALITY TEACHING AND LEARNING - WHOLE SCHOOL INITIATIVES FUNDED BY CENTRAL PP BUDGET</b>						
	Strategy	Cost	Target group and actions	Intended Outcome	Lead	Spring Evaluation/ Further Actions
1	Safeguarding Training	DSL/PT/D T post + CPD budget	<ul style="list-style-type: none"> <li>● All staff have updated safeguarding (including ACEs) training both face to face and online training</li> <li>● Vulnerable LAC students targeted for support</li> <li>● All PGCE trained by Designated Teacher regards the importance of the vulnerabilities faced by LAC students</li> </ul>	<ul style="list-style-type: none"> <li>● Staff have a greater insight in to the impact of ACEs on LAC students and the challenges that they face</li> <li>● Future career entrants are better prepared to support vulnerable students</li> </ul>	KCO STH/ CJ/RED	Keep updating latest guidance on safeguarding BCC safeguarding audit
2	Appraisal Targets linked to	Staffing budget	<ul style="list-style-type: none"> <li>● Staff have an appraisal target that is linked to improving outcomes for vulnerable students such as LAC</li> </ul>	<ul style="list-style-type: none"> <li>● Intervention and support for specified students in Maths</li> </ul>	SLT	Review process

	disadvantaged /vulnerable					
3	Provision Mapping	From PP budget	<ul style="list-style-type: none"> <li>Dedicated CPD time to train staff and provide them with time to use this programme.</li> </ul>	<ul style="list-style-type: none"> <li>Software used effectively. All LAC students have had their strategy profile updated by a range of staff. Used to record 1 on 1 meetings. Staff engage with the software and identify strategies that work for their A more personalised approach.</li> </ul>	KCO	Check all LAC provision map info
4	Class Charts	From PP budget	<ul style="list-style-type: none"> <li>Continue to use Class Charts to use for seating plans and identification of LAC.</li> <li>Continue to use Class Charts to record positive and negative behaviour.</li> <li>Continue to use Analytics to identify patterns monitor behaviour.</li> <li>Use Reward Store to motivate positive behaviours and celebrate/reward success.</li> <li>Adjusted approach to exclusion when there are behaviour concerns with a LAC student</li> <li>Enable carers to monitor homework &amp; behaviour</li> </ul>	<ul style="list-style-type: none"> <li>This is happening and now that we have an Assistant Head of House we are circulating weekly data for action.</li> <li>Added to draft agenda for middle leaders</li> </ul>	LCA /KCO RED HOH	Review at PEP meetings
5	Quality Assurance Programme	From PP & PP+ budget	<ul style="list-style-type: none"> <li>Middle Leaders use the QA programme to evaluate the gaps and strategies and to set actions for the progress of LAC students.</li> <li>All teachers know their LAC students in their classes and can apply strategies</li> </ul>	Student voice feedback identifies an increase in confidence towards their own learning. - recorded on PEP forms and recorded in meeting twice a year (3 times for Y11)	HoH/RED	PEP review process / feedback & guidance from virtual schools

		that effectively support their progress to their teaching and learning.			
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**ACADEMIC SUPPORT**

	Strategy	Cost	Action	Outcome	Lead	February Evaluation/ Further Actions
1	PEP meetings	£1900/student Of which (£750 on Maths 1:1; £750 on Eng	<ul style="list-style-type: none"> <li>All teachers of LAC students asked to give feedback on progress &amp; engagement in their subject</li> <li>Ensure that SMART targets in individual action plans are met Extend this to WED enrichment after Feb half term.</li> <li>Ensure that LAC students are the priority for HoH in terms of attendance</li> <li>Each LAC has 1:1 tuition in English &amp; Maths</li> <li>Revision guides</li> </ul>	<ul style="list-style-type: none"> <li>LAC students progress towards their target grade in their subjects (feedback share with carer/social worker/HOPE school &amp; monitored by HOPE school</li> <li>Identification of further support actions / interventions</li> <li>Students have better knowledge of their curriculum and take responsibility for their learning.</li> <li>Decrease in behaviour points./ improvement in homework completion - including use of Hegarty maths</li> </ul>	RED / HoH	QA PEP process  PASS survey outcomes
3	1:1 interviews to identify barriers.	From PP+ budget	<ul style="list-style-type: none"> <li>HoH work with these students.</li> <li>Staff shown how to record meetings onto Provision Maps.</li> <li>CGS facilitates on-site meetings with key agencies such as social worker as &amp; when necessary</li> </ul>	<ul style="list-style-type: none"> <li>Students feel that they are noticed/being championed.</li> <li>HoH can let relevant staff know of any barriers./ concerns</li> <li>Student voice to determine if it has had an impact.</li> </ul>	HoH/R ED	On-going review

4	Mentoring	From PP+ budget	Opportunity for students to be mentored by older students e.g. from V6	Student voice to indicate mutual value of the process in terms of responsibility & leadership as well as supportive positive relationships	RED /HOH	On-going
5	Aspiration & Self Esteem	£300/term	Empire boxing programme - Every Girl Can	Great self esteem , self confidence, team building, numeracy support	RED /RJO	Student feedback to be evaluated Feedback from BIP partners
6	Student leadership - supporting Accelerated Reader	From PP+ budget	<ul style="list-style-type: none"> <li>LAC students in year 9+ gets the opportunity to support y7 students in their complete accelerated reading</li> </ul>	<p>Students in year 7 have increased their average reading age from baseline data above age related expectations.</p> <ul style="list-style-type: none"> <li>LAC Students develop leadership and mentoring skills as well as benefiting from raised self esteem &amp; self worth</li> </ul>	EYO/JBR	

#### WIDER STRATEGIES

	Strategy	Cost	Action	Outcome	LEAD	Spring Evaluation/ Further Actions
1	Careers/post 16 options	From PP budget	CM to arrange for all LAC Y11 students to have a V6 interview / next steps meeting	All Y11 LAC have had an interview with the aim of identifying next steps	CM	
2	Parent/carer engagement and support	From PP budget	HoH establish good lines of communication with carers of LAC students	Where there are issues outside of school, HoH are aware and put in further support e.g. counselling where necessary & appropriate	HOH	
3	Attendance	From	Attendance Officer to monitor and chase up any	Ensure that attendance meets at least the	RRA/LL	Additional review meetings put

	Officer	PP budget	missing marks for LAC students Liaise with HOPE school	floor target of 96% Ensure that the safeguarding & well being of these vulnerable students is a priority	CA/RJO	in place where appropriate
4	Behaviour - focused support by HoH	From PP budget	In conjunction with HoH, AHOH monitors the behaviour and engagement of LAC students	Flex sanctions where appropriate	LCA/HOH	
5	Wellbeing staffing - focused support from Wellbeing team	From PP budget	Well being & safeguarding team meet to identify concerns and put in place appropriate support strategies Monitoring of CPOMS Safe transition of safeguarding information between schools	LAC & PLAC students benefit from personalised support e.g. counselling Appropriate safeguarding in place for these vulnerable students	RED/RJO/EPE	Review
7	Universify	From main PP budgets 2220	Identify LAC students - priority to FSM, BME and those who do not have family at Uni.	<ul style="list-style-type: none"> <li>Students provided with a taste of university to inspire them to consider this as an option.</li> <li>The coaching provided will help motivate and support them in their studies.</li> <li>Residentials will develop confidence and team building/study skills.</li> <li>Equip them with the skills to help them reach their target grades.</li> </ul>	KCO	<ul style="list-style-type: none"> <li>Students identified were very excited.</li> </ul>
8	Y7 Residential Camp /trips	£234( From PP & PP+b	£90 to go - all FSM students will go for free. Support for LAC if required.	<ul style="list-style-type: none"> <li>Money will not be a barrier.</li> <li>All LAC students will attend camp compared to previous years.</li> <li>Social skills developed and a sense of</li> </ul>	RED/A NO	Check numbers

		udget )		belonging created leading to increased confidence.		
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