OSSETT ACADEMY PUPIL PREMIUM STRATEGY

2020-2021

**Ossett Academy Vision**

| Key Priority 1 | Key Priority 2 | Key Priority 3 | Key Priority 4 | Key Priority 5 | Key Priority 6 |
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| **Leading Success** | **Achieving Success** | **Securing Success** | **Developing Success** | **Standards for Success** | **Supporting Success** |
| Leaders at all levels demonstrate a relentless focus on securing the best possible outcomes for young people across the academy. | All students (including identified groups) across all key stages secure at least good outcomes in relation to their starting points. | Teaching, learning and assessment are all highly developed across all subjects and lead to excellent outcomes and progress for all students across all key stages. | All colleagues are supported to develop their practice and pedagogy through continuous and collaborative high quality professional development and partnerships. | All students maintain the highest standards for success across all aspects of academy life. | All students are supported to live balanced, healthy lives that are rich with both academic and extra-curricular opportunities. |

**Having reviewed the impact of our 2019-20 Pupil Premium spending, the Educational Endowment Foundation Pupil Premium Toolkit (EEF), the National Foundation of Educational Research (NFER) 'seven building blocks for success' and our Ossett Academy vision and six key priorities; these have been used to underpin our Pupil Premium strategy for 2020-21 and to inform effective use of premium funding.**

## 1. Summary information

| School | Ossett Academy | | | | |
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| Academic Year | 2020-2021 | Total PP budget | £254,985 | Date of most recent PP Review | 10/2020 |
| Total number of pupils | 1739 | Number of pupils eligible for PP | 308 | Date for next internal review of this strategy | Sept 2021 |

| Year | PP overall number | PP Male | PP Female |
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| 7 | 60 | 37 | 23 |
| 8 | 67 | 32 | 35 |
| 9 | 73 | 34 | 39 |
| 10 | 56 | 31 | 25 |
| 11 | 52 | 34 | 18 |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| **Academic barriers** | |
| A. | **Teaching and Learning:** Staff understand and use strategies to improve teaching and learning and give appropriate intervention and support to help students learn. |
| B. | **Homework/Revision/Organisation:** The in-school gap between Pupil Premium and Non-Pupil Premium students indicate they need extra support with homework and revision for examinations. |
| C. | **Numeracy:** A higher proportion of students in the Pupil Premium group arrive with below average maths skills. |
| D. | **Literacy Reading Ages:** A higher proportion of students in the Pupil Premium group arrive with below average English skills. The higher attainers underachieve in English compared with their middle and lower counterparts. Some students eligible for the Pupil Premium have reading ages significantly below their chronological reading age |
| **Additional barriers** | |
| E. | **Pastoral**: Many students have EBD, social skills difficulties, lack of home support, lack of breakfast, incorrect uniform and require counselling/mentoring and tailored intervention courses e.g. mental health and/or anger management. |
| F. | **Alternative Provision:** an appropriate and varied curriculum is devised to support all disadvantaged learners to succeed and reduce rates of internal and external exclusion. |
| G. | **Attendance:** An attendance gap exists between Pupil Premium students and Non Pupil Premium students, (in particular PA students). |
| H. | **Enrichment and Aspirations:** Many of our Pupil Premium students have had fewer life experiences and have not taken part in the same breadth of events as Non-Pupil Premium students e.g. enrichment activities, school trips, sports teams and student leadership groups. |

| 4. Intended outcomes *(specific outcomes and how they will be measured)* | | Success criteria |
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| A. | To close the gap by providing additional supplementary literacy support thereby raising the attainment of those students. | Gap between PP and national others decreases at GCSE. |
| B. | To close the gap by providing additional supplementary numeracy support thereby raising the attainment of those students. | Gap between PP and national others decreases at GCSE. |
| C. | Disadvantaged students do not feel 'disadvantaged' and are supported to achieve. | PP students better equipped to navigate Academy life and beyond. |

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| **D.** | High quality wave one teaching for all students. Effective data driven intervention which supports students learning.  Disadvantaged students feel supported, behave well and complete homework and revision. | Gap between PP and national others decreases at GCSE. Data demonstrates rates of exclusions for Disadvantaged students are in line or lower than national others. |
| **E.** | Disadvantaged students access a variety of alternative provision tailored to their individual needs. | Gap between PP and national others decreases at GCSE. Reduced NEET figures.  Reduced rates of internal and external exclusion. |
| **F.** | To improve and secure attendance that is at or above national others for disadvantaged students, thereby significantly reducing Persistent Absence (PA). | PP attendance in line with National others. |
| **G.** | Disadvantaged students experience a range of extra- curricular activities and have    opportunities to participate in school trips and post 16 events. | Opportunities to participate in wider experiences leads to an increase in aspirations as demonstrated by destination data. |

## 5. Strategies to overcome barriers

| Academic year | 2020-21 | | | | |
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| **i. Quality of teaching for all** | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| **Application of Disadvantaged First strategy across the Academy at all levels** | To work towards closing the P8 gap between disadvantaged pupils and non-disadvantaged pupils through achieving whole school **consistency** within the eight key areas of the Accord Disadvantaged First strategy: <br> 1. **Quality First Teaching and Learning** <br> 2. **Curriculum** <br> 3. **Outcomes** <br> 4. **Attendance** <br> 5. **Behaviour** <br> 6. **Parental Engagement** <br> 7. **Pastoral** <br> 8. **Enrichment** | - EEF Guide, June 2019 – *'When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.'* <br><br> **The premium will be used to fund:** <br><br> • Staff CPD/AIM meetings. <br> • Leadership CPD/AIM meetings. <br> • Active leadership – proactive, supportive, constant presence around the academy. <br> • EE documentation. | • Assistant Principal lead on Disadvantaged First. <br> • Vice principal with strategic focus on Disadvantaged. <br> • Disadvantaged leads appointed in CORE. <br> • Disadvantaged 'One pagers' covering 5 main barriers to future attainment to drive Disadvantaged agenda at all levels. | ETA | Monthly via Accord Disadvantaged group <br><br> Through regular line management meetings between AP and VP. <br><br> Subject and Student AIM meetings. <br><br> SLT quality assurance. <br><br> 2021 outcomes. |
| **Disadvantaged First -** *Quality First* | To work towards closing the P8 gap between | EEF Pupil Premium Guide – "Good teaching is the most important lever schools have to | • SLT learning walks, work scrutiny and pupil voice. | ETA, SLT | Agenda item at SLT meeting. |

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| *Teaching* and Learning | disadvantaged pupils and non-disadvantaged pupils through relentless focus on quality first teaching by all staff. | improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium."<br><br>**The premium will be used to fund:**<br>• Monday Period 7 CPD.<br>• Active leadership – proactive, supportive, constant presence around the academy.<br>• Part funding staffing with key responsibilities.<br>• EE documentation. | • CTL/Director learning walks, work scrutiny and pupil voice.<br>• QA through SLT meetings and SLT to keep this a high priority through link meetings with PYLs.<br>• Strategy to be QA'd by SLT link. | | Half termly work scrutiny at SLT.<br><br>Monthly via Accord Disadvantaged group.<br><br>Through regular line management meetings between AP and VP. |
| **Disadvantaged First -***remote learning development* | Consistent implementation of the Accord classroom in both face-to-face and remote learning. | EEF COVID 19 support – "Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing CPD e.g. focused training on the effective use of technology – is likely to be valuable."<br><br>**The premium will be used to fund:**<br><br>• Part funding use of staffing with key responsibilities and technology CPD.<br>• Active leadership – QA process of remote learning. | • QA process in place both in the Academy and for remote learning.<br>• CPD focussed on effective use of technology.<br>• CPD to maintain a consistent high standard of teaching and learning during remote teaching. | ETA/ARE | SLT QA during periods of remote learning.<br><br>Through regular line management meetings between AP and VP. |

| | Total budgeted cost | £ 36,036 |
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## ii. Targeted support

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| **Application of Disadvantaged First strategy through Subject and Student AIMs** | To work towards closing the P8 gap between disadvantaged pupils and non-disadvantaged pupils through amending and developing the Accord AIM interventions to proactively meet the needs of our disadvantaged learners.<br><br>To enable the tailoring of intervention to specific subject areas and barriers.<br><br>To raise awareness of disadvantaged pupil barriers and share good practice. | • This proved a valuable tool during the enforced closure and enabled a firm understanding of the barriers outside of school for some learners.<br>• Moving forwards this evidence set needs to be kept up-to-date with all the information needed to make timely and strategic interventions.<br>• Core and Subject AIMs to tackle underperformance academically and ensure a Disadvantaged first focus.<br><br>**The premium will be used to fund:**<br><br>• Staffing and running of AIM meetings | • Student AIMs to be QA'd and challenged where necessary.<br>• Trust wide guidance on ensuring consistency in all meetings.<br>• All Student AIMs to be held between PYL and relevant SLT link. | ARE – subject AIMs<br><br>SLT and PYLs – Student AIMs | As per the academy calendar |
| **Year 11 SLT link programme** | Ensure high quality support provided for those pupils identified as having a 'barrier' to performance via mentoring with a high-profile member of staff | • Several EEF studies show that academic mentoring has an impact on attendance and attainment. | • Pupils identified by pastoral leaders and academic data.<br>• Earlier intervention to build positive and meaningful engagement. | ETA, SLT | At each DP, review and measure impact. Make changes where necessary or where the relationship has broken down |

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| | with a good relationship with pupil. | **The premium will be used to fund:**<br><br>• Part funding for staff with key responsibilities. | • Elimination of paperwork to ensure that the interactions are purposeful. | | |
| **Remote learning support for Disadvantaged First** | Ensure all students know how to access Teams through high quality CPD delivered through form tutors.<br><br>All teaching staff to share how to access subject work for pupils to complete.<br><br>Ensure disadvantaged pupils understand what they are required to do with regard to homework and revision. | • Evidence from EEF (April 2020) identified increasing Gaps in student achievement during lockdown.<br>• All year 11 disadvantaged pupils have been provided with core revision material to access and use during remote learning.<br><br>**The premium will be used to fund:**<br><br>• Additional IT support for remote learning. | • Pupils identified through whole school questionnaire about ICT access.<br>• IT support for remote learning, where needed and possible.<br>• Teaching staff identify pupils who are not completing remote learning activities in preparation for AIM meetings. | ETA, ARE | Review at DP as part of AIM strategy for each year group. |
| **Literacy support - Academic Tutoring** provided to students by teaching staff with capacity and by Academic Tutors, where identified gaps are evident / information from Transition suggests | Tracking of each student involved in the 'catch-up' programme will yield improvement in Literacy skills, measured by reading age / comprehension / spelling tests. | To ensure that significant gaps in learning, weak Literacy skills and weak Reading skills are significantly raised to allow students to access the curriculum and meet age-related expectations.<br><br>Pupil Premium students are disproportionately | This is already in the planning stage.<br><br>A review of the students involved will form part of the Subject Director / CTL line management meeting each week. | Director of English & English CTL | Full review at the end of this half-term (Dec 2020)<br><br>Reviewed half termly. |

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| a significant issue with prior learning / foundations in English. If identified by a teacher concern then the specific area will be taught to and tested to secure evidence of progress.<br><br>Teachers will also be freed up to offer such interventions with groups of students via withdrawal (as the timetable allows). | | disadvantaged by being insecure in basic skills and being hampered by poorer reading skills that limit access to texts. | Robust and rigorous training of the staff involved and regular agreed quality assurance mechanisms will be planned and carried out. | | |
| **Numeracy support – KS3** | To improve the core numeracy skills of students who enter the Academy with low levels of numeracy. | Students with low levels of basic numeracy struggle to access the curriculum in maths and around the school.<br><br>An updated KS3 curriculum for pupils with a structure and resources provided to support the teacher.<br><br>Focussing on developing core numeracy skills will allow them to engage in the curriculum.<br><br>**The premium will be used to fund:** | Students will be provided with regular (weekly) tutoring sessions in small groups.<br><br>Students will be identified through consultation with the CTL and based upon KS2 and class data.<br><br>Regular line management meetings with CTL's/Directors where these will form part of the agenda. | Director of Maths | Sessions will be QA'd through regular drop ins and the monitoring of class data to ensure progress in monitored on a half termly basis. |

|  |  | • Part funding for staff with key responsibilities. |  |  |  |
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| Homework and revision support | Teaching staff use interleaving practice strategies routinely in lesson and check Disadvantaged students work first.<br><br>Homework club to support students with homework and routines. | -Pupils value homework when it has a direct link to learning in lesson. Various research identifies this as a strategy to increase engagement with home learning.<br><br>Five Revision Strategies and used across the academy to support revision.<br><br>**The premium will be used to fund:**<br><br>• Part funding for staff with key responsibilities.<br>• MCAS app | Monitoring of homework completion with Year 11 and use of Study Hall where support is needed to revise.<br><br>Homework club for KS3. | ARE/ETA | Review at AIM meetings<br><br>Review at subject scrutiny |
| **Transition support** | One-to-one support for disadvantaged pupils through the transition process from primary school to Ossett Academy to ensure that pupils are prepared for their move to Ossett Academy and parents/carers are | EEF evidence suggests that 'transition is especially important for pupils with SEND and those from disadvantaged backgrounds. The research is clear that these groups are most at-risk of a decline in educational outcomes following the transition to secondary school.' | • Focused liaison with primary schools.<br>• One to one transition meetings for Disadvantaged Pupils and parents/carers.<br>• Extra transition taster visit and pastoral induction meetings.<br>• Literacy and numeracy support as part of Catch Up Strategy. | SGI/JUS | • At start of transition process to identify pupils to work with.<br>• At Accord 'Transition Group' meetings.<br>• Following transition. |

| | engaged with the Academy. | **The premium will be used to fund:** <br><br> • Part funding for staff with key responsibilities. | • EWO to target PA disadvantaged families in year 6 for support. | | |
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| **Catch Up funding initiative** <br><br> **See Catch Up Strategy 2020-2021 for more detail** | To work towards closing the P8 gap between disadvantaged pupils and non-disadvantaged pupils through developing interventions to proactively meet the needs of our disadvantaged learners. | EEF Covid 19 Support Guide for Schools states that - *'Research conducted by the EEF and others around the world strongly suggests that compensating for the negative impact of school closures on the gap will require a sustained response.'* <br><br> **The premium will be used to fund:** <br><br> • Staffing and running of AIM meetings. <br> • Leadership CPD/AIM meetings. <br> • Weekend and holiday staffing. <br> • Extension of the school day – P7. <br> • English and Maths additional lessons staffing. <br> • Rewards – various <br> • Online learning platform licences. | • Focused period 7 intervention <br> • Focused period 0 intervention <br> • Year 11 1-2-1 SLT programme <br> • Year 11 Period 1 intervention focused on Core subjects <br> • Focused holiday intervention for year 11 – possibly using Teams. <br> • National Tutoring Programme <br> • Revision materials for Disadvantaged Pupils <br> • Laptops for Disadvantaged Pupils <br> • Supporting Success evenings with focus on Disadvantaged Pupils and Parents/Carers <br> • Year 7 Literacy and Numeracy support | ARE/ETA | At each DP, review and measure impact. <br><br> Monthly via Accord Disadvantaged group <br><br> Through regular line management meetings between AP and VP. |

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|  |  |  | • Professional mentors for Early Career Teachers |  |  |

| | | | | Total budgeted cost | £49,401 |
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**iii. Other approaches**

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| **'Disadvantaged First'** *Attendance* **initiative** | To ensure an improved attendance of the disadvantaged cohort. This improved attendance should lead to an improvement in attainment. | By making sure disadvantaged students are targeted first this should have an impact on disadvantaged attendance.<br><br>**The premium will be used to fund:**<br><br>• Part funding for staff with key responsibilities.<br>• Phone calls, letters, stickers, rewards, postcards home, home visits… | • QA of disadvantaged first attendance strategy by EWO and SLT for attendance.<br>• Re launch the strategy with the attendance team at the start of the year - COVID dependent.<br>• QA through SLT meetings and SLT to keep this a high priority through link meetings with PYLs. | SGI, EWO | • SLT/PYL monitoring of overall PP attendance in year group through Student AIM.<br>• Remote training in Sept for all staff on use and application of attendance strategies.<br>• Weekly updates for attendance on staff and student home pages on sharepoint. |
| 'Disadvantaged First' *Pastoral* initiative | To use the student aims to identify and remove barriers for individual students.<br><br>To assess the impact of interventions and | By sharing information through student aims subjects should be able to put appropriate interventions in place to have an impact with individual students.<br><br>By monitoring the impact of interventions, effectiveness can | • PYLs to update the AIM sheets with barriers and strategies.<br>• Impact of strategies to be monitored by the inclusion team and reviewed at regular intervals. | SGI | -Review of interventions via Student AIM after each data point – PYL and SLT link.<br><br>Weekly attendance updates to track per |

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| | change them where necessary. | be judged, and only appropriate interventions used and continued.<br><br>**The premium will be used to fund:**<br><br>• Staffing of mental health practitioners, EWO and a new appointment of Safeguarding and well-being officer.<br>• Student places in alternative provision e.g. California Drive and The Elland Academy.<br>• Phone calls, letters, home visits, mini bus runs (COVID dependent)<br>• Uniform and equipment provision.<br>• Laptops for remote learning. | • Use of The Hub, Let's Talk Zone, California Drive and other alternative provisions are currently reduced due to COVID restrictions.<br>• Strategy to be QA'd by SLT link. | | year groups and patterns compared to previous year.<br><br><br>6 weekly alternative provision review |
| 'Disadvantaged First' *Aspirations* initiative | To prevent pupils becoming NEET post 16.<br><br>To ensure all Disadvantaged Pupils are making the right option choices at Year 10.<br><br>To raise aspirations of Disadvantaged Pupils at KS3. | EEF evidence on aspiration – *'Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.'*<br><br>We have seen that focused work raising aspirations has | • Disadvantaged pupils targeted and given priority appointments with Careers Advisor.<br>• All year 11 Disadvantaged Pupils have opportunity for one to one Careers Guidance Support and additional support to complete their Post 16 Applications to support their transition. | ETA, KBU, DGR | • Review throughout the academic year 2020-21 by DG<br>• Through regular line management meetings between DG and AP. |

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| | | reduced number of NEETs significantly.<br><br>**The premium will be used to fund:**<br><br>• Part funding for staff with key responsibilities. | • Priority options appointments for Disadvantaged Pupils.<br>• Year 7 Passport of Experiences focus for Disadvantaged Pupils.<br>• York University PP Project for Year 7 and Year 8. | | |
| Pupil Premium Plus strategy | Use of PP+ money to improve the academic progress and social and emotional well-being of CiC. | This money is allocated for use with CiC and where appropriate should be used to help these students progress. | • PP+ funding to be used to implement targeted strategies to improve the progress, attainment and attendance of CiC.<br>• Impact to be monitored by SLT link. | GRO | • Progress of pupils at data points.<br>• Half-termly via internal inclusion and attendance data.<br>• PEP review meetings |
| Parental engagement strategy | Increased parental engagement for our disadvantaged pupils through proactive and supportive strategy for Years 7-11 including involvement in 'One Wakefield' collaborative partnership programme. | EEF evidence on behaviour interventions – *'Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions.'*<br><br>**The premium will be used to fund:**<br><br>• One Wakefield partnership programme and staff lead involved. | • Subject specific presentations to parents with strategies to support pupils at home.<br>• Individual calls to Disadvantaged parents/carers in advance of parent evenings/meetings.<br>• Online learning platforms launched – Hegarty Maths, EduCake and TTRockstars.<br>• Y11 SLT contact with parents/carers. | ETA, ARE, PYLs | At each DP, review and measure impact.<br><br>Review after each parent evening/meeting as per Academy calendar. |

| | | • Resources and handouts for parents/carers at events. | • Involvement with One Wakefield Disadvantaged Strategy. | | |
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| **Total budgeted cost** | **£231,430** |
| **Overall strategy budgeted cost 2020-21** | **£312,867** |
| **Overall strategy total PP budget** | **£254,985 + 6,000 LAC (£260,985)** |

**Covid 19 Contingency Plans for pupil premium**

*The following areas below form the contingency plans for pupil premium pupils that would be put in to place depending on level of the situation regarding Covid 19.*

| Situation | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| Disadvantaged pupils have to isolate while academy remains open<br><br>Possible Tier Two | All disadvantaged pupils are able to access their normal curriculum and there is a continued delivery of high-quality education<br><br>Increase engagement in remote learning by disadvantaged pupils | The DfE asks that schools meet the following key expectation: *Develop remote education so that it is integrated into school curriculum planning.*<br><br>The DfE states that all disadvantaged children of critical workers and vulnerable children and young people will be expected to be able to access full-time on-site | -Staff and pupils receive CPD around functionality of Teams.<br><br>-Class and year group Teams set up.<br><br>-Guidance provided to pupils and staff on disadvantaged pupils on how the Disadvantaged First strategy may be applied remotely.<br><br>-Further use of different functionalities of Teams for 'live lessons' to be collated and shared as 'good practice' via Sharepoint.<br><br>-Disadvantaged pupils are contacted (as needed) regularly by PYLs to ensure | ETA | On a daily basis depending on current situation<br><br>Each month at the Quality of Education Accord group |

| | | provision during a Tier 2 closure<br><br>**Additional funding would be needed for:**<br><br>Laptops and internet access depending on need<br><br>Relevant literacy and numeracy resources | pupils feel supported in their learning and are engaging in their remote learning.<br><br>- Weekly analysis of remote learning engagement of disadvantaged pupils by SLT year link and subsequent liaison with PYL to ensure contact is made with parents/carers.<br><br>-SLT and CTL 'drop ins' to live learning sessions to ensure quality.<br><br>-Emergency care pupils (including those who have been identified as not having access to IT remotely) will be located within an IT space and follow the same curriculum as their peers who are working remotely. | | |
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| Lockdown of academy (Tier 3 or 4) | All disadvantaged pupils are able to access the curriculum remotely as part of a full lockdown of the academy<br><br>Increase engagement in remote learning by disadvantaged pupils<br><br>Ensure that disadvantaged pupils are healthy (mentally and physically) and safe | The DfE asks that schools meet the following key expectation: *Develop remote education so that it is integrated into school curriculum planning.*<br><br>As part of the Covid 19 Contain Framework (August 2020) then it is stated that in case of a Tier 3 or 4 lockdown then *'apart from vulnerable children and the children of critical workers…Remote education to be provided for all other pupils.'* | -Previous audit of laptop and internet need of disadvantaged pupils allows those without remote learning facilities to have these during a Tier 3 or 4 closure.<br><br>--Staff and pupils receive CPD around functionality of Teams.<br><br>-Class and year group Teams set up.<br><br>-Guidance provided to pupils and staff on disadvantaged pupils on how the Disadvantaged First strategy may be applied remotely.<br><br>-Specific key stage 3 literacy and numeracy resources used during live lessons on Teams. | ETA/ ARE/ SLT/ PYLs | Ongoing depending on current situation<br><br>Weekly analysis of remote learning engagement<br><br>Weekly analysis of pastoral and safeguarding information<br><br>Each month at the Quality of Education Accord and Disadvantaged Accord group |

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| | | | **Funding would be needed for:**<br><br>Food parcels based on need<br><br>Laptops and internet access depending on need<br><br>Relevant literacy and numeracy resources | -Disadvantaged pupils are contacted (as needed) regularly by PYLs to ensure pupils feel supported in their learning and are engaging in their remote learning.<br><br>-SLY and CTL 'drop ins' to live learning sessions to ensure quality.<br><br>- Weekly analysis of remote learning engagement of disadvantaged pupils by SLT year link and subsequent liaison with PYL to ensure contact is made with parents/carers.<br><br>- Weekly analysis of remote learning engagement of disadvantaged pupils by SLT year link (Student AIM) and subsequent liaison with PYL to ensure contact is made with parents/carers.<br><br>- Weekly analysis of 'Above and Beyond' rewards to ensure the Disadvantaged First Strategy is being applied consistently across all year groups and departments.<br><br>-Emergency care pupils (including those who have been identified as not having access to IT remotely) will be located within an IT space and follow the same curriculum as their peers who are working remotely.<br><br>-Home visits from a member of pastoral staff for those families that do not engage in calls above. | | |

| | | | -Ensure that food vouchers/parcels are delivered to disadvantaged families during lockdown where appropriate. | | |
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