

PPG Plan for Academic Year 2020-2021

*Amended September 2020

“We are a school that refuses to accept that a child’s socio-economic background should be the key determining factor to their life chances”.

AGFS is committed to providing effective resources and ensuring vital support is in place for disadvantaged scholars to improve their academic outcomes. This document details the planned spend of the Pupil Premium Grant (PPG) and how we believe it will close the achievement/progress gap. Strategies consider research from the Sutton Trust including effect size data and our local context.

Funds available: - £199,507

Timescale 2019 - 2021

Central objective: Students benefiting from the PPG at AGFS progress in-line with their non-PPG peers, any in school progress gaps are negligible and PPG scholars make considerably stronger progress at AGFS than national standard

Context of PPG Scholars at Ark Greenwich Free School

In 2015 the Royal Greenwich Borough published the **indices of deprivation report** which outlines the top three percentage categories in England for deprivation. It shows that areas of Greenwich are in this percentile for deprivation especially around the school catchment areas of Woolwich Common, Abbey Wood, Plumstead and Charlton. The report outlines that we therefore have scholars on roll whose parents are faced with challenges such as income deprivation, employment deprivation, education, skills and training deprivation and health deprivation.

Whilst there is no specific PPG profile, research shows that PPG scholars are more likely than their counterpart to experience the following:

- Low aspirations and feeling of embarrassment or shame about where they come from.
- Fewer opportunities to develop cultural capital by, for example, attending trips to museums, galleries or other day trips.
- Lower levels of numeracy, literacy and academic support.
- A warped view of education, their local community and/or the larger context of London and the UK.
- Difficulty in finding a quiet place to study with access to the necessary resources to make progress.
- Low levels of oracy and self-confidence.
- Lack of basic equipment or poor uniform.
- Difficulty working independently at home due to availability of a quiet space and managing deadlines.
- Difficulty attending school on time or have lower attendance.

How each Department's Vision for PPG feeds into the whole school plan

Dept.	Vision
English	“We aim to keep the PPG/non-PPG attainment gap considerably smaller than the national average. Our PPG scholars are to attend culturally enriching and subject-specific trips. To reduce the vocabulary gap amongst PPG scholars we aim to use tier 2 vocabulary in lessons and made it a department focus to use Quizlet and independent learning to develop the vocabulary of scholars. PPG scholars in English are consistently encouraged to have high aspirations in and out of lessons.”
Maths	“For all PPG scholars to achieve academic outcomes in line with their Non-PPG peers. For all PPG scholars to have access to the equipment needed to study Mathematics. For all PPG scholars to be able to complete Independent Learning and receive in-class support in order to maximise understanding. For more able PPG scholars to be given the opportunity to study an additional qualification in order to support a potential route into university.”
Science	“The PPG scholars in science will perform on par with non-PPG scholars and in line with the national average The PPG scholars in science will experience enriching science/STEAM experiences through enrichment, drop down days and trips. The PPG scholars in science will be challenged with scientific literacy, descriptions, explanations and using data during science lessons. The PPG scholars in science will be exposed to careers related to science/STEAM.”
Art and Photography	“For there to be no gap between PPG and non-PPG scholar performance. For scholars to have access to all equipment and can attend cultural experiences that they may not have the chance to attend. To ensure the visual arts and creative industries are an achievable aspiration for all scholars and for them to feel empowered to apply for higher education and professional industries regardless of their socio-economic backgrounds.”
Drama	“That the uptake of PPG scholars in school performances is in line or higher than the school PPG cohort size. We believe that PPG scholars can develop confidence and obtain results in line with their non-PPG counterparts.”
Music	“For all PPG scholars in the school to take music lessons free of charge and be able to take part in concerts and school performances. There is negligible progress gap between PPG scholars and non-PPG.”
Geography	“For all PPG scholars to make progress in line or above that of the national average and their counterparts in school. For all PPG scholars to attend fieldwork trips that will enrich their geographical understanding of their local area and beyond. All PPG scholars in geography should be challenged in every lesson and provided with all the materials they need to gain more independence. For all PPG scholars to feel empowered to higher education and have all the knowledge and skills they need to enter professional industries in geography.”
History	“For there to be no significant gap between the progress of PPG scholars and non-PPG. For PPG scholars to be able to access and complete all IL set by the department. For PPG scholars to have the opportunity to attend enriching trips relating to History. For PPG scholars to be confident readers of historical texts and confident users of tier 2 and tier 3 vocabulary For PPG scholars to expand their cultural capital by developing strong historical knowledge and understanding the links to wider current affairs and cultural works For PPG scholars to be challenged in all history lessons.”

Modern Foreign Languages	“PPG scholars in MFL will perform on par with non-PPG scholars and in line with the national average. The PPG scholars in MFL will experience enriching experiences through enrichment, drop down days and trips. The PPG scholars in MFL will be challenged equally to their peers in relation to reading texts and be exposed to careers related to MFL.”
Computer Science	“For PPG scholars to have ambitions for careers in the computing industry. For all PPG scholars to feel equipped with sufficient resources so that they are confident in learning independently.”
Religious Studies	“For all scholars to have the same levels of religious literacy and make progress in line with their non-PPG peers. PPG scholars will be able to access all areas of the curriculum and be given additional support they may not have access to. This includes specific trips and access to resources online.”
Physical Education	“For there to be no distinguishable gap between the outcomes and progress of PPG and non-PPG scholars. For PPG scholars at AGFS to be above the national average and to be given the same physical opportunities as all other scholars. We ensure that PPG scholars in PE have the same access to PE kit and equipment as any other scholar.”

The PPG Plan for 2019-2021

Evaluation Criteria:

1. Students benefiting from the PPG progress in-line with their non-PPG peers in E+M.
2. Students benefiting from the PPG are not excluded from enriching opportunities outside the core curriculum that support their university applications.
3. Students benefiting from the PPG develop the character, resilience and grit necessary for life-long success.
4. Students benefiting from the PPG are identified and tracked as a discrete group.

How we will achieve this: Intervention	Rationale	Cost	Lead
1. High-quality teaching	The most effective intervention is high-quality teaching. By using part of our PPG funding to invest in a lower timetable loading and some smaller class sizes we can guarantee more effective and personalised teaching. PPG Scholars who fall behind in year 11 will be given priority for intervention strategies by classroom teachers and HODs following mock exams. An extensive focus on remapping the curriculum to ensure it becomes the most powerful lever to accelerate social mobility. We aim to change the existing structure of the AGFS four-part lesson to ensure that scholars are increasingly able to work independently and have the resilience to overcome difficult academic challenges.	35%	DMA
2. Attendance support	To improve outcomes for PPG scholars so they achieve in line with their non-PPG peers. PPG Scholars will be given priority when following the attendance and punctuality process.	15%	SRE ESL
3. Literacy support	To provide a reading recovery scheme to improve the reading age of PPG scholars whose reading age is below chronological in KS3.	8%	DCL/ LKA
4. Numeracy support	To provide a numeracy programme to improve the outcomes of PPG scholars whose Maths attainment is below national average in KS3.	8%	TBA

5. School counselling and small group interventions	To provide a counselling service and small group interventions to address non-academic barriers to learning.	8%	SRE/ RIG/ HBR
6. Supplementary funds	We put aside a small portion of PPG funds to help PPG scholars with uniform, equipment, revision guides and printing of practice exam papers for year 11 scholars. This is to aid against any form of stigma or isolation.	5%	RCL JME
7. Cultural capital	To ensure that PPG scholars can participate fully in curricular trips and visits in order that they develop the wider cultural capital necessary for university success. This will be specifically targeted at MFL and History excursions and music lessons (up to one per week for PPG scholars at KS4).	10%	FJA HODs
8. Bring the parents into play as a powerful force for educational achievement.	To strengthen school relationships with PPG parents to ensure they can support their child's education from home. Research from the EEF states that increasing parental involvement can have an impact of +6 months and provide better outcomes for learners. It has been identified that there are several hard to reach parents at AGFS who may choose not to engage with events for their child such as parents' evening. Several parents may not feel suitably skilled in how to support their child with their learning or feel uncomfortable in attending events due to learning barriers of their own.	3%	SRE
9. Provide support to PPG scholars to mitigate the impact of COVID-19	To ensure PPG scholars academic success is not disproportionately compromised by the impacts of the COVID-19 pandemic. PPG scholars will be given devices to access all online resources from home and have priority for in-school, independent learning interventions. A strategic recovery curriculum will be embedded to ensure scholars can catch up quickly. Any scholar having to self-isolate will be provided with the tools and resources they need to be successful. Pastorally, additional emotional support will need to be available for all scholars' mental health and wellbeing when they return to school post Covid-19.	8%	JCR

Key Objective 1: High-quality teaching

Action: Embed mastery of core knowledge and skills across the curriculum, including through formative assessment, to facilitate access to the very highest outcomes for PPG scholars. Development of high-quality staff training to ensure all staff have dedicated time to plan, resource and evaluate lessons.

Rationale: The effect size for the direct instruction teaching model is 0.59. This is in the zone of desired effects and has the effect of adding +1 GCSE grade to a scholar's attainment outcomes. We know that high-quality teaching is the number one intervention we can deploy. At AGFS we are focusing on how to improve our scholar's ability to work independently on tasks. We aim to support scholar learning through a range of strategies based on Rosenshine's principles of instruction that allow further opportunity for daily review and intentional monitoring of scholars' work.

Description of intervention:

1. Whilst this applies to all scholars, we have allocated 35% of the PPG to this as the model significantly benefits PPG scholars over their more advantaged peers and high-quality teaching is more effective than any other intervention. PPG scholars are given priority in classrooms if they begin to fall behind. PPG scholars are monitored by HODs as part of the termly DIP process and prioritised for intervention.
2. Designing a timetable with the space for staff to plan highly effective lessons and evaluate them using the model below.

AGFS 4-part lesson: 1. Teacher specifies learning outcomes/intentions. 2. Teacher knows and communicates success criteria. 3. Builds commitment and engagement in learning tasks/read now (the hook). 4. Provide scholars with rigorous independent learning tasks that frontload knowledge and give scholars the opportunity to practise their understanding of key information. IL also equips them with the knowledge and understanding of the vocabulary required to be successful in each subject. 5. This knowledge is then reviewed through in class daily review. 6. Lesson design: input, model, check for understanding, guided practice. 7. Independent practice 8. Intentional monitoring to close the gap.

3. In 2020-2021 the school's strategic objective for teaching and learning centres around identifying and systematically embedding the right core/advanced knowledge with the curriculum – insist on 80-90% mastery (automated).

4. Through IL, quizzing and the daily review embed a systematic approach to formative assessment ensuring mastery builds over time.

5. Focus on remapping the curriculum to ensure it becomes the most powerful lever to accelerate social mobility. Work around the AGFS curriculum aims to level the playing field so that scholars from this school have access to the best universities and/ or a professional career of their choice. At the least, the curriculum will ensure that all scholars leave the school with the necessary cultural capital to become informed, engaged, responsible citizens.

Success Criteria:

1. PPG scholars achieve at least in-line with their non-PPG peers in English and maths based on progress.
2. Quality of teaching through half-term triangulation through the great teacher rubric (GTR).
3. School's coaching team to quality assure teaching and deploy strategies to support PPG scholars in the classroom.

Dates

Sept 2020 –
July 2021

Person

responsible
DMA

Monitoring and Evaluation:

- Headteacher's termly data report to GB on progress & attainment
- Fortnightly learning walks
- Half-termly progress booklets
- Termly MLT meeting – PPG analysis
- Half-termly triangulation exercise
- Annual exams analysis

Key Objective 2: Use of attendance support to improve outcomes for PPG scholars so their attendance is consistent with their non-PPG peers.

Action: Provide attendance support to ensure PPG attendance is in-line with their non-PPG peers in school. Make use of the attendance advisory service and new attendance processes.

Rationale: We know scholars must be in school in order to benefit from our suite of support systems and over the past 12 months we have carefully analysed attendance and punctuality trends and now want to drill down into PPG attendance and the support these scholars experience at home.

Description of intervention:

1. Importance of good attendance set out to scholars at the start of the year
2. 5 stage attendance processes administered by pastoral team, attendance officer with support from AAS.
3. PPG homework club – upgrade of library facility, as many of our PPG scholars do not have access to a computer at home.

Success Criteria:

1. PPG attendance to be in-line with non-PPG attendance in school
2. PPG attendance to be above 95%

<p>Dates Sept 2020 – July 2021</p>	<p>Person responsible ESL/SRE</p>	<p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> · Headteacher’s termly GB report on attendance · Headteacher’s termly data report to GB on progress & attainment · Termly MLT meeting – PPG analysis · Termly PPG review · Annual attendance analysis
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Key Objective 3: Literacy support: to establish a reading recovery scheme to improve the reading ability of PPG scholars whose reading age is below chronological in KS3 and KS4.

Action: Deployment of discreet literacy interventions during reading, ‘read now’ and enrichment time to accelerate progress.

LKA and DCL have oversight of designing and delivering small group literacy interventions with PPG scholars who have a reading age below their chronological age. The main delivery mechanisms will be Fresh Start and Lexia reading software. All scholars will sit a reading test and CAT4 tests at the start of the academic year and this data will be used to identify the initial intervention cohort and to track progress secured. Reading tests throughout the year will be used to analyse impact and reported home to parents.

Rationale: There is now a fairly secure body of evidence to support highly targeted intensive literacy interventions such as daily phonics and Lexia reading to secure rapid and sustained progress in reading ability.

Description of intervention:

- 25 minutes every day for the entire academic year during morning reading sessions.
- 10 minutes of academic reading comprehension at the start of all lessons.
- Fresh start in small groups (for those requiring phonics).
- Lexia in IT suites. (Below age expected outcomes in KS3).
- 5th set nurture group for English classes

*It is envisaged that this will be a graduated intervention, with scholars starting at different points depending on their current reading score and moving through the programme until they achieve a secure score at an age-expected level.

Success Criteria:

1. PPG scholars have a reading age in line with their non-PPG peers by the time they get to KS4.
2. PPG scholars make equal progress to non-PPG scholars in GCSE English.

Dates Sept 2020 – July 2021	Person responsible LKA, LNE, VGA	Monitoring and Evaluation: <ul style="list-style-type: none"> · Headteacher’s termly data report to GB on progress & attainment · Half-termly progress booklets · Termly MLT meeting – PPG analysis · Termly DIP docs · Annual exams analysis
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Key Objective 4: Numeracy - to establish a numeracy programme to improve the outcomes of scholars whose maths attainment is below national average in KS3.

Action: Deployment of discreet numeracy interventions during reading, enrichment and/or lesson time to accelerate progress.

TBA has oversight of designing and delivering small group numeracy interventions with PPG scholars who have a KS2 Maths level of below age-related outcomes. The main delivery mechanisms will be Hegarty Maths and TTRS. There will also be a 5th set of smaller sized nurture groups created to provide bespoke numeracy support. We will also facilitate an additional daily Yr 7 catch up maths session.

Rationale: There is now a secure body of evidence to support highly targeted intensive numeracy interventions to secure rapid and sustained progress.

Description of intervention:

Deployment of targeted support using:

1. Hegarty Maths
2. Maths Mastery curriculum and TTRS
3. Using PRTs and Quizlet to test phased knowledge
4. Small group after-school classes
5. 5th set nurture group
6. TBA will be monitoring PPG scholars at each assessment cycle and during maths morning quizzing to share data with the team.
7. In year 7, PPG scholars whose Maths attainment is below national average will complete a TT rock stars test. Students who sit below the baseline threshold will be given further intervention and PPG scholars will be prioritised. Students will also benefit from the addition of the maths hub after school where scholars can continually access Quizlet and Google PRTs.
8. Year 7 will attend lunchtime maths quizzing and PPG scholars will be prioritised.

Success Criteria:

1. PPG scholars make progress in line with their non-PPG peers in maths.
2. The progress of PPG scholars in maths is significantly above national average.

Dates Sept 2020 – July 2021	Person responsible TBA	Monitoring and Evaluation: <ul style="list-style-type: none"> · Headteacher’s ½ termly GB report on attendance · Headteacher’s termly data report to GB on progress & attainment · Half-termly progress booklets · Termly MLT meeting – PPG analysis · Termly DIP · Annual exams analysis
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Key Objective 5: Use of targeted counselling service and small group interventions to remove non-academic barriers to learning.

Action: Deployment of a targeted counselling service and small group interventions to support PPG scholars who are not making expected progress. SRE has oversight of designing and quality assuring a counselling programme and small group interventions for at-risk PPG scholars. The focus is on non-academic barriers to learning and school attendance.

Rationale: There is a strong body of research evidence to support the idea that emotional stress and worry are limiting factors on learning and attendance at school. The aim of the counselling and small group pastoral intervention programme is to address and ultimately remove these barriers.

Description of intervention:

1. Short periods (6 weeks) of intensive sessions working with PPG scholars. This is either intensive weekly 1:1 counselling or weekly small group work aimed at overcoming the specific barriers to learning that are being experienced.
2. Using the attendance officer to take lead on directing HODs to provide essential work for those scholars who are off school for a longer period through illness or behaviour.
3. Pastoral leads and counsellors working with PPG scholars to reduce exclusions

Success Criteria:

1. PPG scholars progress in line with their non-PPG peers overall.
2. Attendance of PPG scholars is in line with the rest of the cohort.
3. The behaviour of PPG scholars is similar to non-PPG scholars.
4. Academic outcomes of these scholars improve in line with their counterparts.

<p>Dates Sept 2020 – July 2021</p>	<p>Person responsible SRE/RIG/HBR</p>	<p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> · Headteacher’s ½ termly GB report on attendance · Headteacher’s termly data report to GB on progress & attainment · Half-termly progress booklets · Termly MLT meeting – PPG analysis · Termly DIP docs · Annual exams analysis · Case studies – qualitative
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Key Objective 6: Supplementary funds - To ensure that PPG scholars can purchase essential uniform and equipment – such as key KS4 revision guides – in order that they can have equal opportunities for success.

Action: To ensure funds exist to allow for small discretionary spends.

Finance has put aside a portion of PPG funds to help PPG scholars with uniform and equipment that they might need. This is to aid against any form of stigma or isolation.

Rationale: Prior experience at the School demonstrates that PPG scholars, whilst being reticent to come forwards for support, can struggle to purchase both key uniform and key revision materials.

Description of typical interventions:

1. KS4 revision guides
2. Study skills guides/courses
3. Uniform/equipment – PPG scholars to be given a stationary pack at the beginning of every term.

Success Criteria:

1. No PPG scholar is without core revision guides in KS4
2. No PPG scholar is without the correct uniform/equipment

Dates Sept 2020 – July 2021	Person responsible Finance, HoDs, DMA	Monitoring and Evaluation: <ul style="list-style-type: none"> · Annual PPG review · Feedback from pastoral team · MLT meeting review · Observations from around school
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Key Objective 7: Cultural capital - To ensure that PPG scholars can participate fully in curricular trips and visits in order that they develop the wider cultural capital necessary for university success.

Action: To ensure funds exist to allow PPG scholars full participation in the wider developmental opportunities the school offers.

SRE has oversight (with finance) to ensure that PPG scholars can access all curricular experiences that take place outside the classroom. This will ensure that they possess a bank of experiences and breadth of knowledge to support their university applications. This will include support with accessing the Duke of Edinburgh Award. Focus will be given to PPG scholars attending school trips such as French, Geography and History and support for music lessons at KS4.

Rationale: There is now a fairly secure body of evidence to support the idea that cultural capital is a key lever in allowing disadvantaged scholars to access elite, higher education institutions and in ensuring that they view school as an exciting and rewarding place to be.

Description of typical interventions:

1. School trips generally – standard line in all letters
2. Duke of Edinburgh support
3. PPG Russell Group university trip
4. Students are able to develop oracy and confidence through enrichment opportunities that are offered.
5. Prioritise PPG scholars' involvement in the enhancement of key enabling character traits programmes.
6. Prioritise PPG scholar applications to enter a grammar school sixth form and intervene early to ensure places are accepted.
7. Run a PPG parent programme encouraging scholar uptake to enter a grammar school sixth form.

Success Criteria:

1. No gaps in participation between PPG and non-PPG scholars in Duke of Edinburgh as a % of the whole
2. High uptake of PPG scholars in enrichment clubs that focus on leadership, debating and school performances
3. PPG scholars attend field trips including history, geography and French
4. All PPG scholars can access free music lessons once a week
5. Greater % of PPG scholars entering a grammar school sixth form

Dates Sept 2020 – July 2021	Person responsible FJA/SRE/ HoDs of Music, History and Geography	Monitoring and Evaluation: <ul style="list-style-type: none"> · Headteacher's ½ termly GB report on attendance · Headteacher's termly data report to GB on progress & attainment · Termly ETAL docs · Annual exams analysis · Annual PPG review
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Key Objective 8: Bring PPG parents into play as a powerful force for educational achievement.

Action: To strengthen school relationships with PPG parents to ensure they can better support their child at school. Research from the EEF states that increasing parental involvement with the school provides better outcomes for learners. It has been identified that there are several hard to reach parents at AGFS who may choose not to engage with events for their child such as parents' evening and school achievement evenings. Several parents may not feel suitably skilled in how to support their child with their learning or feel uncomfortable in attending events due to learning barriers of their own.

Rationale:

Email communication is not reaching all parents and there are some difficult to reach parents. Not all parents are equipped with the toolkit to support their children during periods of revision or understanding of exam specifications. Attendance at parents' evenings show groups of PPG scholars whose parents are persistently not attending. This is having an impact on their understanding of their child's progress and life at school.

Description of typical interventions:

1. Tracking the attendance of PPG scholars whose parents fail to attend parents' evening and ensuring regular contact is made if they do not attend.
2. Launching the *Being a Great AGFS Parent* project embedded within the school culture and linked to the HSC.
3. Providing clear communication to parents regarding important events such as exams, performances and trips.
4. Upskill PPG scholars to teach their parents about subject curriculums, exam specifications and independent learning tasks.
5. Provide parents with easy access to curriculum documents.
6. Systemise positive and negative communications including, but not limited to, postcards, catch up phone calls and positive calls.
7. Invest in training staff to conduct effective parental conversations in challenging circumstances.
8. Academic report cards and communications codify success (e.g., grammar entry requirements) – linked to post-16 and professional careers.

Success Criteria:

1. 100% attendance by parents during parents' evenings.
2. PPG Parents feel confident supporting their scholars with subject curriculums and exam specifications for all core subjects
3. All communications are received and suitably acknowledged by parents.
4. To increase the proportion of parents responding positively (good/excellent) to the school communication concern section in the parent survey to 90% by summer 2, 2021
5. To secure 100% of Y11 post-16 offers and increase the number of grammar school post-16 applications to 30% by spring 2, 2021

<p>Dates Sept 2020 – July 2021</p>	<p>Person responsible: SRE/VGA/JCR</p>	<p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> · Feedback from pastoral team · MLT meeting review · Student leadership panel · Parent surveys · Headteacher's termly data report to GB on progress & attainment · Annual exams analysis · Annual PPG review
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Key Objective 9: Provide support to PPG scholars to mitigate the impact of COVID-19

Action: To ensure scholars' academic success is not compromised by the impacts of the COVID-19 pandemic. PPG scholars will be given devices to access all online resources from home if required and have priority for in-school, independent learning interventions. A strategic recovery curriculum will be embedded to ensure scholars can catch up quickly. Any scholar having to self-isolate will be provided with the tools and resources they need to be successful. Pastorally, additional emotional support will need to be considered for all scholars' mental health and wellbeing when they return to school. Additional funding for this initiative has been secured through Ark and the DfE.



Rationale: Due to the loss of teaching time during lockdown, further provision is needed to ensure scholars' wellbeing and academic success are supported. The impact this will have on scholars is currently unknown and will require further monitoring. A small number of PPG scholars had difficulty accessing the suite of online classes provided by the teachers and there has been an increase in absences.

Description of typical interventions:

1. Additional support to PPG scholars for a hybrid learning model where on site and remote learning are interchangeable and can be run concurrently.
2. To track PPG scholar access to devices and provide a laptop to those in need.
3. Develop a system for PPG scholars to access lesson content if self-isolating.
4. HODs to create bespoke MTPs to make up for any lost learning
5. Monitor interventions for prerequisite tests and prioritise PPG scholars using the learning hub after school.
6. To embed highly effective pastoral systems and upskilling the pastoral team through CPD by August 2021
7. Counselling training for 10 staff.
8. Sweat the small stuff every day and promote a 75xHoY culture amongst staff.
9. Break the poor behaviour cycle by forcing scholars to confront their behaviour and acknowledge the implications of it.

Success Criteria:

1. All PPG scholars have access to a device from home
2. All PPG scholars self-isolating are able to access work
3. To reduce homework behaviour and increase the efficiency of behaviour/BSU escalation, by summer 2, 2021

<p>Dates Sept 2020 – July 2021</p>	<p>Person responsible: TVA, DMA, VHE</p>	<p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> · Feedback from pastoral team · MLT meeting review · Student leadership panel · Parent surveys · Headteacher's termly data report to GB on progress & attainment · Annual exams analysis · Annual PPG review
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