

# School Development Plan

## Kettlethorpe HIGH SCHOOL

Academic Year 2020 – 21

Progress check data collection dates:

Year	Progress 1	Progress 2	Full Report
7	N/A	08/02/2021	17/05/2021
8	N/A	01/02/2021	24/05/2021
9	N/A	25/01/2021	26/04/2021
10	N/A	18/01/2021	21/06/2021
11	28/09/2020	07/12/2020	19/04/2021

Priority	Actions	Timescale of action	Personnel Responsible	Success Criteria/Milestones	Monitoring and Evaluation																																																																																																																																												
<b>1 QUALITY OF EDUCATION, INTENT IMPLEMENTATION IMPACT – CURRENT GRADE 2</b>																																																																																																																																																	
<b>1.1 Building on clear curriculum intent, Team Leaders will ensure robust implementation and impact.</b>	<ul style="list-style-type: none"> <li>To test our curriculum intent and implementation across teams:                             <ul style="list-style-type: none"> <li>Documentation agreed at SLT level</li> <li>Documentation shared across teams</li> <li>Each team will have a quality of education review.</li> <li>Reviews held in all team areas:                                     <ul style="list-style-type: none"> <li>Week 7 - geography</li> <li>Week 8 - computing</li> <li>Week 12 - science</li> <li>Week 14 - PA</li> <li>Week 16 - maths</li> <li>Week 20 - English</li> <li>Week 22 - History/RE</li> <li>Week 26 - MFL</li> <li>Week 29 - Art/Tech</li> <li>Week 32 - CD and PE</li> </ul> </li> </ul> </li> </ul> <p>Senior leaders to oversee the review process to ensure that it is consistent and robust.</p>	Reviews will begin week 7 and conclude week 32	GLi/ICO	<p>Each team member will be able to articulate the whole school and team curriculum vision/intent and explain how this is implemented resulting in a high quality of education.</p> <p>Team Leaders will have robust understanding of the evidence of where the implementation of the curriculum meets their intentions and the clear next steps needed to bring about an at least good quality of education where this is not met.</p> <p>The process will end with teams and Team Leaders having a clear vision on curriculum intent, implementation and impact – as the long term planning cycle continues.</p> <table border="1"> <thead> <tr> <th colspan="7">2021 TARGETS BY SUBJECTS AGAINST FFT5/2019 RESULTS</th> </tr> <tr> <th></th> <th>4+</th> <th>4+ FFT5</th> <th>4+ 2019</th> <th>5+</th> <th>5+ FFT5</th> <th>5+ 2019</th> </tr> </thead> <tbody> <tr> <td>Eng Lang</td> <td>80</td> <td>86</td> <td>75</td> <td>65</td> <td>73</td> <td>57</td> </tr> <tr> <td>Eng Lit</td> <td>83</td> <td>89</td> <td>78</td> <td>72</td> <td>77</td> <td>67</td> </tr> <tr> <td>Maths</td> <td>84</td> <td>89</td> <td>78</td> <td>65</td> <td>73</td> <td>58</td> </tr> <tr> <td>Science combined</td> <td>72</td> <td>87</td> <td>57</td> <td>52</td> <td>72</td> <td>32</td> </tr> <tr> <td>Biology</td> <td>93</td> <td>92</td> <td>94</td> <td>81</td> <td>82</td> <td>81</td> </tr> <tr> <td>Physics</td> <td>93</td> <td>92</td> <td>95</td> <td>80</td> <td>81</td> <td>80</td> </tr> <tr> <td>Chemistry</td> <td>93</td> <td>91</td> <td>96</td> <td>80</td> <td>80</td> <td>78</td> </tr> <tr> <td>Eng&amp;Maths</td> <td>78</td> <td>85</td> <td>73</td> <td>60</td> <td>68</td> <td>52</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="7">2021 TARGETS BY SUBJECTS AGAINST FFT5/2019 RESULTS PUPIL PREMIUM (FFT5 BASED ON 62 PUPILS)</th> </tr> <tr> <th></th> <th>4+</th> <th>4+ FFT5</th> <th>4+ 2019</th> <th>5+</th> <th>5+ FFT5</th> <th>5+ 2019</th> </tr> </thead> <tbody> <tr> <td>Eng Lang</td> <td>58</td> <td>80</td> <td>37</td> <td>44</td> <td>64</td> <td>24</td> </tr> <tr> <td>Eng Lit</td> <td>66</td> <td>84</td> <td>51</td> <td>47</td> <td>69</td> <td>22</td> </tr> <tr> <td>Maths</td> <td>65</td> <td>83</td> <td>47</td> <td>41</td> <td>61</td> <td>20</td> </tr> <tr> <td>Science combined</td> <td>71</td> <td>81</td> <td>62</td> <td>45</td> <td>61</td> <td>29</td> </tr> <tr> <td>Biology*</td> <td>100</td> <td>88</td> <td>100</td> <td>62</td> <td>74</td> <td>50</td> </tr> <tr> <td>Physics*</td> <td>100</td> <td>87</td> <td>100</td> <td>100</td> <td>72</td> <td>100</td> </tr> <tr> <td>Chemistry*</td> <td>100</td> <td>87</td> <td>100</td> <td>100</td> <td>72</td> <td>100</td> </tr> <tr> <td>Eng&amp;Maths</td> <td>58</td> <td>78</td> <td>33</td> <td>34</td> <td>56</td> <td>11</td> </tr> </tbody> </table> <p>*only 2 pupils</p> <p><b>Target Progress 8 = + 0.1</b></p> <p><b>Target Progress 8 Pupil Premium = - 0.4</b></p>	2021 TARGETS BY SUBJECTS AGAINST FFT5/2019 RESULTS								4+	4+ FFT5	4+ 2019	5+	5+ FFT5	5+ 2019	Eng Lang	80	86	75	65	73	57	Eng Lit	83	89	78	72	77	67	Maths	84	89	78	65	73	58	Science combined	72	87	57	52	72	32	Biology	93	92	94	81	82	81	Physics	93	92	95	80	81	80	Chemistry	93	91	96	80	80	78	Eng&Maths	78	85	73	60	68	52	2021 TARGETS BY SUBJECTS AGAINST FFT5/2019 RESULTS PUPIL PREMIUM (FFT5 BASED ON 62 PUPILS)								4+	4+ FFT5	4+ 2019	5+	5+ FFT5	5+ 2019	Eng Lang	58	80	37	44	64	24	Eng Lit	66	84	51	47	69	22	Maths	65	83	47	41	61	20	Science combined	71	81	62	45	61	29	Biology*	100	88	100	62	74	50	Physics*	100	87	100	100	72	100	Chemistry*	100	87	100	100	72	100	Eng&Maths	58	78	33	34	56	11	<p>Feedback on QofE reviews to SLT by SLT links</p> <p>Progress updates to GB – Nov 2020, Jan 2021, March 2021 and May 2021</p> <p>Curriculum update to GB: Nov 2020, Jan 2021</p>
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<p><b>1.2 Ensure that the achievement of Pupil Premium (disadvantaged) pupils continues to improve through the school's successful on going focus on tackling individual barriers to learning</b></p>	<p>Appointment of Strategic Leader (SLs) for PP – September 2020.</p> <p>Analysis of data for disadvantaged is used, together with qualitative evidence, to identify impact of current plan and updating the strategic plan (3 year plan 2019-2022) to include:</p> <ul style="list-style-type: none"> <li>Coherent strategy for Pupil Premium (PP) pupils for each year group involving clear roles for TLs and KS Leaders so that interventions/impact are tracked.</li> <li>Intervention plans in place for each cohort after examining barriers and potential strategies (e.g. 1:1; Maths/English camps; monitoring Year 11; department plans).</li> <li>SLT to quality assure via LO, LW and WS the quality first teaching of PP pupils.</li> <li>PP profiles for all PP pupils to be in place, identifying specific barriers to learning and information on how these can be tackled.</li> <li>PP progress meetings held with SLs and core staff for Y10 and Y11 pupils.</li> <li>Strategic Leaders for PP to work with Team Leaders to develop enhanced teacher planning to identify and further support pupils with learning over time and strategies for sharing this including a focus on differentiation to support PP pupils through whole staff training (2/10 and 27/11).</li> <li>PP learning walks by TLs/TLRs will provide feedback to teams and SLT (weeks 10-13)</li> <li>A focus on literacy barriers through whole school staff training, expectations grid (oracy, marking) and use of vocabulary apps for pupils (21/09/20). Again followed by quality assurance on all staff through specific work scrutiny (weeks 11, 21 and 31).</li> </ul> <p><b>A separate 3 year PP plan led at DHT level will focus on; quality first teaching; academic support and wider support</b></p>	<p>By Sept 2020</p> <p>By Nov 2020</p> <p>Nov/Dec</p> <p>Ongoing</p>	<p>JWr/FAN VSh</p> <p>JWr, (FAn, VSh)</p> <p>ICo/AGr</p> <p>VSh</p>	<p>Strategic leaders for PP appointed</p> <p>Each team member will be able to articulate the whole school and team curriculum vision/intent and explain how this is implemented resulting in a high quality of education.</p> <p>Team Leaders will have robust understanding of the evidence of where the implementation of the curriculum meets their intentions and the clear next steps needed to bring about an at least good quality of education where this is not met.</p> <p>Teachers are confident in using PP profiles to meet the needs of identified pupils, leading to tangible progress for these pupils.</p> <p>The process will end with teams and Team Leaders having a clear vision on curriculum intent, implementation and impact – as the long term planning cycle continues.</p> <table border="1" data-bbox="1238 659 1899 965"> <thead> <tr> <th colspan="7">2021 TARGETS BY SUBJECTS AGAINST FFT5/2019 RESULTS</th> </tr> <tr> <th></th> <th>4+</th> <th>4+ FFT5</th> <th>4+ 2019</th> <th>5+</th> <th>5+ FFT5</th> <th>5+ 2019</th> </tr> </thead> <tbody> <tr> <td>Eng Lang</td> <td>80</td> <td>86</td> <td>75</td> <td>65</td> <td>73</td> <td>57</td> </tr> <tr> <td>Eng Lit</td> <td>83</td> <td>89</td> <td>78</td> <td>72</td> <td>77</td> <td>67</td> </tr> <tr> <td>Maths</td> <td>84</td> <td>89</td> <td>78</td> <td>65</td> <td>73</td> <td>58</td> </tr> <tr> <td>Science combined</td> <td>72</td> <td>87</td> <td>57</td> <td>52</td> <td>72</td> <td>32</td> </tr> <tr> <td>Biology</td> <td>93</td> <td>92</td> <td>94</td> <td>81</td> <td>82</td> <td>81</td> </tr> <tr> <td>Physics</td> <td>93</td> <td>92</td> <td>95</td> <td>80</td> <td>81</td> <td>80</td> </tr> <tr> <td>Chemistry</td> <td>93</td> <td>91</td> <td>96</td> <td>80</td> <td>80</td> <td>78</td> </tr> <tr> <td>Eng&amp;Maths</td> <td>78</td> <td>85</td> <td>73</td> <td>60</td> <td>68</td> <td>52</td> </tr> </tbody> </table> <table border="1" data-bbox="1238 995 1910 1329"> <thead> <tr> <th colspan="7">2021 TARGETS BY SUBJECTS AGAINST FFT5/2019 RESULTS PUPIL PREMIUM (FFT5 BASED ON 62 PUPILS)</th> </tr> <tr> <th></th> <th>4+</th> <th>4+ FFT5</th> <th>4+ 2019</th> <th>5+</th> <th>5+ FFT5</th> <th>5+ 2019</th> </tr> </thead> <tbody> <tr> <td>Eng Lang</td> <td>58</td> <td>80</td> <td>37</td> <td>44</td> <td>64</td> <td>24</td> </tr> <tr> <td>Eng Lit</td> <td>66</td> <td>84</td> <td>51</td> <td>47</td> <td>69</td> <td>22</td> </tr> <tr> <td>Maths</td> <td>65</td> <td>83</td> <td>47</td> <td>41</td> <td>61</td> <td>20</td> </tr> <tr> <td>Science combined</td> <td>71</td> <td>81</td> <td>62</td> <td>45</td> <td>61</td> <td>29</td> </tr> <tr> <td>Biology*</td> <td>100</td> <td>88</td> <td>100</td> <td>62</td> <td>74</td> <td>50</td> </tr> <tr> <td>Physics*</td> <td>100</td> <td>87</td> <td>100</td> <td>100</td> <td>72</td> <td>100</td> </tr> <tr> <td>Chemistry*</td> <td>100</td> <td>87</td> <td>100</td> <td>100</td> <td>72</td> <td>100</td> </tr> <tr> <td>Eng&amp;Maths</td> <td>58</td> <td>78</td> <td>33</td> <td>34</td> <td>56</td> <td>11</td> </tr> </tbody> </table> <p>*only 2 pupils</p> <p><b>Target Progress 8 Pupil Premium = - 0.4</b></p>	2021 TARGETS BY SUBJECTS AGAINST FFT5/2019 RESULTS								4+	4+ FFT5	4+ 2019	5+	5+ FFT5	5+ 2019	Eng Lang	80	86	75	65	73	57	Eng Lit	83	89	78	72	77	67	Maths	84	89	78	65	73	58	Science combined	72	87	57	52	72	32	Biology	93	92	94	81	82	81	Physics	93	92	95	80	81	80	Chemistry	93	91	96	80	80	78	Eng&Maths	78	85	73	60	68	52	2021 TARGETS BY SUBJECTS AGAINST FFT5/2019 RESULTS PUPIL PREMIUM (FFT5 BASED ON 62 PUPILS)								4+	4+ FFT5	4+ 2019	5+	5+ FFT5	5+ 2019	Eng Lang	58	80	37	44	64	24	Eng Lit	66	84	51	47	69	22	Maths	65	83	47	41	61	20	Science combined	71	81	62	45	61	29	Biology*	100	88	100	62	74	50	Physics*	100	87	100	100	72	100	Chemistry*	100	87	100	100	72	100	Eng&Maths	58	78	33	34	56	11	<p>PP updates to GB: Sept 2020, Nov 2020, Jan 2021, March 2021 and May 2021</p>
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<p><b>1.3 Improve the quality of learning where there are pockets of under achievement</b></p>	<ul style="list-style-type: none"> <li>Improvement plans to be formulated in the identified subjects with support from SLT line managers – see separate subject improvement plans for science and drama.</li> <li>Team Leaders will be supported to review their detailed drama and science plans and receive additional scrutiny and support so that results continue to improve and match those attained elsewhere. These plans are shared with SLT links.</li> <li>Teachers in these teams (drama and science) who require additional support will work on improvement plans with Lead Practitioners.</li> <li>Science quality of education review week 12.</li> <li>Drama quality of education review week 14.</li> </ul>	<p>By October half term</p>	<p>SLT leads for key plans: Drama (GMe), Science (MMu), Support plans (ICo)</p> <p>MMu GMe</p>	<p><b>By end of autumn term</b> All subject improvement plans to be in place, with priorities communicated to subject staff. Drama and science will be checked robustly.</p> <p><b>By end of spring term</b> Monitoring of evidence from observations of learning and data indicates improvements in the quality of teaching, learning and progress in the identified subjects.</p> <p><b>By end of summer term (overall success criteria)</b> Evidence from monitoring, together with internal and external data, shows a notable improvement in outcomes for pupils in the identified subjects.</p> <table border="1" data-bbox="1240 600 1895 794"> <thead> <tr> <th colspan="7">2021 TARGETS BY SUBJECTS AGAINST FFT5/2019 RESULTS</th> </tr> <tr> <th></th> <th>4+</th> <th>4+ FFT5</th> <th>4+ 2019</th> <th>5+</th> <th>5+ FFT5</th> <th>5+ 2019</th> </tr> </thead> <tbody> <tr> <td>Drama</td> <td>71</td> <td>88</td> <td>55</td> <td>56</td> <td>78</td> <td>34</td> </tr> <tr> <td>Physics</td> <td>93</td> <td>92</td> <td>95</td> <td>80</td> <td>81</td> <td>80</td> </tr> <tr> <td>Chemistry</td> <td>93</td> <td>91</td> <td>96</td> <td>80</td> <td>80</td> <td>78</td> </tr> <tr> <td>Science</td> <td>72</td> <td>87</td> <td>57</td> <td>52</td> <td>72</td> <td>32</td> </tr> <tr> <td>Combined</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021 TARGETS BY SUBJECTS AGAINST FFT5/2019 RESULTS								4+	4+ FFT5	4+ 2019	5+	5+ FFT5	5+ 2019	Drama	71	88	55	56	78	34	Physics	93	92	95	80	81	80	Chemistry	93	91	96	80	80	78	Science	72	87	57	52	72	32	Combined							<p>GMe and MMu to report to SLT on the progress of these plans following each data drop and after each quality of education review in these areas.</p>
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<p><b>1.4 Identify gaps in pupils’ skills, knowledge and understanding as a result of lockdown so that disparities can be addressed through the implementation of the most effective pedagogy and resources.</b></p>	<ul style="list-style-type: none"> <li>Team Leaders will have this focus in all team plans for Y10, Y11 and Y7 using a PLC/DTT approach with specific plans for these year groups where applicable (e.g. additional PPEs for Y11, informal testing strategies, intervention, close monitoring/ongoing assessment of pupils’ work).</li> <li>All staff will have this focus as Objective 2 of their PM targets.</li> <li>Regular QA of lessons, books and grab files (specific focus on marking and feedback). Following school QA calendar and additional scrutiny where required.</li> <li>INSET days will be used as additional intervention opportunities in mathematics and English.</li> <li>Pupil progress meetings (focusing on basics measure and PP pupils) will be held fortnightly with leads for English and maths.</li> <li>Year 11 PP be provided with opportunities for intervention</li> <li>Whole school use of knowledge organisers will focus pupils on knowledge retention through PiXL Thinking Hard Strategies             <ul style="list-style-type: none"> <li>Strategic Leaders for Knowledge Organisers appointed July 2020</li> </ul> </li> </ul>	<p>October Half Term</p> <p>In place Oct 2020</p>	<p>SLT</p> <p>Team Leaders</p> <p>ASa/CDo</p> <p>GLi/JWr</p> <p>GLi</p>	<p><b>By the end of autumn term</b> Team plans agreed by SLT links and evidence from monitoring activities shows that teachers routinely check on gaps in pupils’ knowledge and understanding and are using a range of resources to set appropriate tasks.</p> <p><b>By the end of spring term</b> February PM interim review will include appraises demonstrating progress in a range of books. The work should evidence that pupils have taken feedback on board and made improvements as a result of it and that any gaps of key classes have been eradicated.</p> <p><b>By end of summer term (overall success criteria)</b> Monitoring of teaching and learning shows that, across the curriculum, teachers are skilled in identifying gaps in pupils’ knowledge and setting tailored/targeted work that helps to ensure that individuals make rapid progress. This is reflected in data for individuals and groups and improved attitudes to learning. Seen in QA of grab files, seen in work scrutiny.</p> <p>Qualitative evidence shows that knowledge organisers are being used effectively by pupils and that this is having a discernible positive impact on learning.</p>	<p>Progress updates to GB by GLi: Sept 2020, Nov 2020, Jan 2021, March 2021 and May 2021</p>																																																	

	<ul style="list-style-type: none"> <li>○ Launch of new knowledge organiser strategy to staff 14<sup>th</sup> September and training on INSET Day 1 linking KOs to 10 Steps to Excellent teaching and use in catching up.</li> <li>○ Use in tutor sessions and lessons</li> <li>○ QA by strategic leaders and TLs (LW form to be amended)</li> <li>● Embed laser sharp data mechanisms for measuring pupil progress through appointment of Strategic Leaders for Data, Assessment and P8.             <ul style="list-style-type: none"> <li>○ Presentation of summaries at each data collection.</li> <li>○ Production of SISRA analytics and targeted CPD for staff</li> <li>○ Tracking of key cohorts (e.g. PP, HAP, MAP, LAPs, SEND).</li> <li>○ Development of KS3 steps to set targets for and assess progress at KS3.</li> <li>○ Embedding KS4 assessment (PPEs/PLCs) into KS3 following development of KS3 steps as a whole school and within Team Leaders.</li> </ul> </li> <li>● Strategic deployment of the national coronavirus catch up premium. (NB this replaces Y7 catch up funding which has been stopped).             <ul style="list-style-type: none"> <li>○ Use of data to identify pupils requiring support</li> <li>○ TLs to supply information on gaps requiring attention</li> <li>○ Tailored programmes in place (internally where possible)</li> <li>○ Pupil progress meetings to assess impact and QA</li> <li>○ Use of blended learning to support reduction of gaps in learning and in prevention of further lost learning through remote learning offer being comparable to classroom teaching (see 1.5)</li> </ul> </li> <li>● Identify cases where pupils have made good or better progress through their engagement with remote learning so that this information can be used to inform further developments.</li> </ul>	<p>1<sup>st</sup> QA - Dec 2020 2<sup>nd</sup> QA - March 2021</p> <p>July 2020</p>	<p>GLi/ASa</p> <p>JWr/ICo</p>	<p>Feedback across all subjects and year groups has a strong discernible impact on pupils' progress and the quality of learning. Pupils can articulate their views on how they are helped to improve through a range of teacher feedback strategies, including feedback at the point of learning.</p> <p>The PLC and DTT approach shows feedback to be working as gaps are addressed and this is seen in pupil books. Pupils' work shows feedback which informs pupils on how to improve and their improvement and progress based on this – seen in random sampling</p> <table border="1" data-bbox="1240 541 1890 874"> <thead> <tr> <th colspan="7">2020 TARGETS BY SUBJECTS AGAINST FFT5/2019 RESULTS</th> </tr> <tr> <th></th> <th>4+</th> <th>4+ FFT5</th> <th>4+ 2019</th> <th>5+</th> <th>5+ FFT5</th> <th>5+ 2019</th> </tr> </thead> <tbody> <tr> <td>Eng Lang</td> <td>80</td> <td>86</td> <td>75</td> <td>65</td> <td>73</td> <td>57</td> </tr> <tr> <td>Eng Lit</td> <td>83</td> <td>89</td> <td>78</td> <td>72</td> <td>77</td> <td>67</td> </tr> <tr> <td>Maths</td> <td>84</td> <td>89</td> <td>78</td> <td>65</td> <td>73</td> <td>58</td> </tr> <tr> <td>Science combined</td> <td>72</td> <td>87</td> <td>57</td> <td>52</td> <td>72</td> <td>32</td> </tr> <tr> <td>Biology</td> <td>93</td> <td>92</td> <td>94</td> <td>81</td> <td>82</td> <td>81</td> </tr> <tr> <td>Physics</td> <td>93</td> <td>92</td> <td>95</td> <td>80</td> <td>81</td> <td>80</td> </tr> <tr> <td>Chemistry</td> <td>93</td> <td>91</td> <td>96</td> <td>80</td> <td>80</td> <td>78</td> </tr> <tr> <td>Eng&amp;Maths</td> <td>78</td> <td>85</td> <td>73</td> <td>60</td> <td>68</td> <td>52</td> </tr> </tbody> </table>	2020 TARGETS BY SUBJECTS AGAINST FFT5/2019 RESULTS								4+	4+ FFT5	4+ 2019	5+	5+ FFT5	5+ 2019	Eng Lang	80	86	75	65	73	57	Eng Lit	83	89	78	72	77	67	Maths	84	89	78	65	73	58	Science combined	72	87	57	52	72	32	Biology	93	92	94	81	82	81	Physics	93	92	95	80	81	80	Chemistry	93	91	96	80	80	78	Eng&Maths	78	85	73	60	68	52	
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<p><b>1.5 To reduce and eliminate any possible future gaps in learning, the school will build on its success in providing high quality remote education where needed in case of closure/partial closure.</b></p>	<ul style="list-style-type: none"> <li>Team Leaders to formulate and share (with SLT links) plans for potential closure for all year groups.</li> <li>The covid attendance tracker will be used to support pupils who are ill/self-isolating identified as X.</li> <li>Appointment of strategic leader(s) for blended learning. Plans in place to review current platforms, seek improvement and provide CPD for teachers.</li> <li>Expand use of MS Teams for live streaming of lessons following staff CPD</li> <li>Continued use of Showbie to host remote learning whilst decisions made re future options.</li> </ul>	<p>By end of Sept plans in place and shared</p>	<p>GLi (SLT links/TLs)  JWr</p>	<p><b>By autumn Term</b> High quality systems and resources are ready to be used as and when necessary. Pupils who are self-isolating and any partial closure has not resulted in a detrimental effect on learning.</p> <p><b>By October half term:</b> Team Leader plans in place and agreed. Strategic leaders plans in place for blended learning in place. CPD planned into CPD calendar.</p> <p><b>By summer term</b> The school has a clear on line learning platform and staff and pupils use this effectively.</p>	<p>SLT Links Feedback to SLT: Feedback to Governors: Sept 2020, Nov 2020, Jan 2021, March 2021 and May 2021</p>
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Priority	Actions	Timescale of action	Personnel Responsible	Success Criteria	Monitoring and Evaluation																																																																						
<b>BEHAVIOUR AND ATTITUDES – CURRENT GRADE 2</b>																																																																											
<p><b>2.1 Improve further the attendance of disadvantaged pupils: PA for the group to be reduced so that it is closer to the figure for non-disadvantaged pupils.</b></p>	<p>Refinement of attendance tracking systems across all year groups with enhanced review by year/pupil group to enable strategic support and interventions.</p> <ul style="list-style-type: none"> <li>Strategic plan for attendance and processes is in place.</li> <li>Impact of attendance is monitored forensically by KS3 and KS4 Leaders/Team Leaders and strategies put in place to reduce the impact of gaps in learning (e.g. timetable personalisation/reductions).</li> <li>Communication about lost learning and processes around attendance is clear to parents on a generic basis and in individual situations.</li> </ul> <p>PP target groups in all year groups are identified, tracked and monitored and specific plans put in place and monitored carefully for impact.</p> <p>A process identifies high tariff pupils who have specific pupil level plans which are tracked and monitored carefully for impact with the use of external provision and support as needed (SENART, Kettlethorpe High School Governing Body).</p> <p><b>A separate 3 year plan for PP attendance is monitored at DHT level.</b></p>	<p>Sept 2020 All year</p> <p>Termly</p> <p>Autumn</p> <p>All year</p> <p>As per plan</p>	<p>JWr</p> <p>JWr</p> <p>GMe</p> <p>JWr</p>	<p><b>By end of autumn term</b> Data for disadvantaged pupils (and sub-groups within this group) indicates ongoing improvements in attendance figures compared to the same period during the last academic year.</p> <p><b>By end of summer term (overall success criteria)</b> The school’s systems and procedures for promoting excellent attendance are highly effective and ensure that pupils’ achievement is not impeded by poor attendance. There is clarity of roles (SLT/TLs/YLs/ Inclusion Team) and processes and expectations within inclusion. Data shows a notable improvement in the attendance of disadvantaged pupils.</p> <table border="1" data-bbox="1234 1082 1906 1441"> <thead> <tr> <th colspan="7">Attendance targets 2020 - 2021</th> </tr> <tr> <th></th> <th>Y7</th> <th>Y8</th> <th>Y9</th> <th>Y10</th> <th>Y11</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>92-96%</td> <td>90-94%</td> <td>92-96%</td> <td>90-94%</td> <td>96%</td> <td>95%</td> </tr> <tr> <td>PP</td> <td>90-93%</td> <td>90-93%</td> <td>90-93%</td> <td>90-92%</td> <td>90-93%</td> <td>88-92%</td> </tr> <tr> <td>PA</td> <td>Y7</td> <td>Y8</td> <td>Y9</td> <td>Y10</td> <td>Y11</td> <td>Total</td> </tr> <tr> <td>Pupils on roll</td> <td>321</td> <td>328</td> <td>327</td> <td>336</td> <td>304</td> <td>1616</td> </tr> <tr> <td>No of PA pupils</td> <td>30</td> <td>50</td> <td>52</td> <td>57</td> <td>30</td> <td>219</td> </tr> <tr> <td>PA %</td> <td>9.34%</td> <td>15.24%</td> <td>15.9%</td> <td>16.9%</td> <td>9.8%</td> <td>15.4%</td> </tr> <tr> <td>PA – PP Pupil</td> <td>8</td> <td>14</td> <td>12</td> <td>18</td> <td>18</td> <td>14</td> </tr> <tr> <td>% of PA PPs</td> <td>26.6</td> <td>22</td> <td>23</td> <td>31.7</td> <td>29.8</td> <td>31%</td> </tr> </tbody> </table>	Attendance targets 2020 - 2021								Y7	Y8	Y9	Y10	Y11	Total	All	92-96%	90-94%	92-96%	90-94%	96%	95%	PP	90-93%	90-93%	90-93%	90-92%	90-93%	88-92%	PA	Y7	Y8	Y9	Y10	Y11	Total	Pupils on roll	321	328	327	336	304	1616	No of PA pupils	30	50	52	57	30	219	PA %	9.34%	15.24%	15.9%	16.9%	9.8%	15.4%	PA – PP Pupil	8	14	12	18	18	14	% of PA PPs	26.6	22	23	31.7	29.8	31%	<p>SLT weekly Year Leaders meetings Inclusion Team meetings</p> <p>Report to GB meetings Sept 2020, Nov 2020, Jan 2021, March 2021 and May 2021 (including on use of AP)</p>
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<p><b>2.2 Continue to establish and embed the school's systems for behaviour management and ensure consistent application at all levels</b></p>	<ul style="list-style-type: none"> <li>Consistency in use of policy by all staff by introduction of the 4 Rs – resilient, reflective, respectful, responsible.</li> <li>Improving the impact of Team Leaders in supporting their teachers with consistent and rigorous processes.</li> </ul>	Sep 2020	GMe	<p><b>By end of spring term</b> Evidence shows that policy amendments in staff handbook 2020 and 4 Rs is being applied more consistently across the school (BLAT/ planner concerns and rewards tracking).</p> <p><b>By end of summer term (overall success criteria)</b> The behaviour policy is highly effective in promoting positive attitudes amongst all pupils. There is a high level of consistency in the way that staff use rewards and sanctions with their pupils.</p> <p>Reduce the number of FTEs with particular focus on</p> <ul style="list-style-type: none"> <li>PP (currently 10% of PP cohort has received at least 1 FTE) Target = 7%</li> <li>Repeat FTEs (currently 44% of all FTEs) Target = 30%</li> <li>Overall rate 7.2% which is 4.19% of whole school roll (target = rate = 6%/roll 3.5%)</li> <li>Target = reduce the number of lesson removals by 1/4 to 8 per day</li> <li>Target – reduce the number of pupils with 5 concerns by ¼ - 6% of school roll</li> <li>Target = maintain the average of PRs per pupil to 15 per half term in all years.</li> </ul>	<p>Reports to SLT (fortnightly/termly)</p> <p>Report to GB meetings Sept 2020, Nov 2020, Jan 2021, March 2021 and May 2021</p>
	<p>Team Leaders to take ownership of BfL in their areas to ensure subject teachers follow team processes, (removal rooms, detentions...) before use of BfL.</p>	Sep 2020	GMe		
	<p>SLT and Inclusion Leaders (SHf/RDo/GMe) middle leaders to monitor consistency of implementation across the academic year, taking further action as and when necessary.</p>		GMe		
	<p>Raised expectations for 'high tariff' pupils through a clearly communicated response to persistent and significant behaviour issues. This will include close monitoring/reasonable adjustment where pupils have SEND.</p> <p>Establish and embed a 'plan –do review' approach with regular meetings on key pupils led by BFL leader with BFL staff (RDo/SHf/Year Leaders)</p> <p>Triage where pupils need to be referred for MMu for inclusion support</p>		GMe/JWr		
<p><b>2.3 Support and monitor a small number of high tariff pupils to reduce repeated disruption to lessons, truancy and to increase their academic progress</b></p>	<p>Establish and embed effective systems or speedy and effective restorative practice.</p>	By Oct 2020	GMe	<p>Reasons for removal of pupils from a lesson are rescheduled quickly and pupils are back in lessons learning with no repeat in sanctions for same pupils.</p> <p>Raised expectations of BfL/AtL for high tariff pupils through a clearly communicated response to persistent and significant behavioural issues. This will include close monitoring through weekly meetings of key staff (chaired by AHT: SEND and Inclusion) and external agencies where required.</p> <p>AP and other inclusion provision (internal and external) will be of sound quality and improve the curriculum for and behaviour of high tariff pupils.</p>	<p>Report to GB meetings Sept 2020, Nov 2020, Jan 2021, March 2021 and May 2021</p>
	<p>Weekly meetings of key staff (AHT inclusion, AHT BfL, Key Stage Leaders, Year Managers, other relevant staff/agencies as required)</p>	Ongoing	GMe/MMu		
	<p>Where needed, offsite provision will be matched well to pupil need and quality assured.</p> <p>Those pupils accessing ongoing offsite provision will be monitored carefully for progress and when/if returning into mainstream curriculum they will be supported to do so and monitored as they settle back into mainstream lessons.</p>	Ongoing	MMu		

Priority	Actions	Timescale of action	Personnel Responsible	Success Criteria	Monitoring and Evaluation
<b>PERSONAL DEVELOPMENT– CURRENT GRADE 1</b>					
<b>3.1 Continue to maintain outstanding provision in the personal development of all pupils</b>	<ul style="list-style-type: none"> <li>Ensure PP pupils take up opportunities of extracurricular activities, trips and character education approaches so that all pupils benefit from a range of engaging and enriching experiences.</li> <li>Character education is mapped robustly throughout the year then launched with staff and pupils - including assemblies, active tutorial, visits, speakers and cultural events</li> <li>A review of the careers education programme and follow up action so that it is appropriate and effective across Y8-Y11 and meets Gatsby Benchmarks: including for PP and SEND pupils.</li> <li>Appointment of a strategic leader for STEAM who will run projects/competitions for Y7/Y8 and Y9 (with emphasis on PP pupils) and work across teams to work on activities and resources to develop a love of STEAM across the curriculum to raise aspirations and knowledge of career choices in this field.</li> </ul>	<p>On-going</p> <p>Completed by March 2021</p> <p>Review by Dec 2020</p>	<p>JWr</p> <p>JWr</p> <p>GLI</p>	<p><b>By end of autumn term</b> The percentage of PP pupils on all activities, trips and experiences will be at or close to the percentage of PP pupils for each year group. Kettlethorpe Journey launched with staff and pupils PiXL Edge re-launched with Y7.</p> <p>Three STEAM projects planned for year – one each term and first one delivered.</p> <p>Careers - Tracking document shows long-term plan for the year of events/opportunities for all year groups in careers education. Plan to address any gaps identified.</p> <p><b>By end of spring term</b> PiXL Edge established in Y7 – running in Y7. PiXL Edge launched with Y8. Careers - Robust plan making progress in meeting. 2<sup>nd</sup> STEAM project delivered</p> <p><b>By end of summer term</b> PiXL Edge established and embedded in Y7 and Y8 3<sup>rd</sup> Steam project delivered STEAM work with key groups will have had a positive impact on the attendance, DFE and AFL of pupils involved Careers - Gatsby benchmarks met for all including SEND/PP pupils. Pupil voice for all year groups is positive on the impact on careers education. Continue to be above staying in education or employment 2018-19 rates: KHS 96% LA 93% National 94%.</p>	<p>Monitored as part of the PP plan</p> <p>Cultural Capital update to GB in Nov 2020</p> <p>Data in trip s and visits to GB - Sept 2020, Nov 2020, Jan 2021, March 2021 and May 2021.</p> <p>May 2021 update to GB on Work Experience</p>



Priority	Actions	Timescale of action	Personnel Responsible	Success Criteria	Monitoring and Evaluation
<b>LEADERSHIP AND MANAGEMENT – CURRENT GRADE 1</b>					
<p><b>4.1 Building on the successful deployment of the Pupil Premium oversee the continued development of provision in this area so that it has an even greater impact on the achievement of Pupil Premium (disadvantaged pupils).</b></p> <p>Please read alongside priority 1.3.</p>	<ul style="list-style-type: none"> <li>DHT lead scrutiny of 2019/20 spend leads efficient costed plan for 2020/21.</li> <li>The middle leadership profile of the plan is raised economically through all team leaders having a UPS3 target of PP pupil progress in their teams and the appointment of strategic leaders in this area.</li> <li>Impact data and evidence the 2019/20 plan is linked closely to activities so that value for money is clearly evident.</li> </ul>	<p>Sept 2020</p> <p>Oct 2020</p> <p>Nov 2020</p>	<p>JWr</p> <p>All SLT</p>	<p><b>By end of autumn term 2020</b> 2019/2020 plan is evaluated and value for money activities and approaches appear in the 2019/20 plan.</p> <p>2020/21 plan is costed effectively with clear monitoring data and evidence linked to actions in the plan.</p> <p><b>By end of spring term and autumn term 2020</b> Data and evidence pulled together to show maximum impact – funding from the spending of the PP.</p> <p>A key group of 20- Y11 pupils is supported, tracked and monitored so that their outcomes improve and the PP spend against them can be monitored for effectiveness.</p>	<p>PP updates to GB: Sept 2020, Nov 2020, Jan 2021, March 2021 and May 2021</p>
<p><b>4.2 Consolidate the school's collaboration with others and its provision of support for others</b></p>	<ul style="list-style-type: none"> <li>Headteacher to continue as OFSTED lead inspector and also as a provider of external leadership support – locally and through other teaching schools/alliances.</li> <li>ICo to act as lead for Wakefield Secondary Learning Community (WLC) – organising all network groups and committee meetings.</li> <li>We will seek to share support from our lead practitioner group with other schools and to benefit where other local schools can support us in exchange.</li> </ul>		<p>TGr</p>	<p>Staff working with others schools will benefit from the effective practice seen elsewhere.</p> <p>Staff involved in delivery, visits and support will become outward looking and develop their skills and leadership qualities.</p>	
<p><b>4.3 The school will continue to embed ethical leadership at all levels</b></p>	<ul style="list-style-type: none"> <li>Mission statement will be written to begin the school handbook and for the school website.</li> <li>The statement will be used as a measure of leadership actions throughout the year.</li> </ul>	<p>September 2020</p>	<p>TGr and deputies</p>	<p>All leadership action will be based on ethical decisions for the good of pupils and staff in the school.</p>	

Priority	Actions	Timescale of action	Personnel Responsible	Success Criteria	Monitoring and Evaluation
<p><b>4.4 The school will pilot and monitor a distributed leadership model (through Strategic Leaders) linked to key areas in the SDP</b></p>	<p>Appointment of Strategic Leaders linked to this plan covering:</p> <ul style="list-style-type: none"> <li>• PP</li> <li>• Literacy</li> <li>• STEAM</li> <li>• Knowledge Organisers</li> <li>• Blended Learning</li> <li>• Whole school CPD and WLC</li> <li>• Data assessments and PP.</li> </ul> <p>SLs will produce plans for their areas for this year’s work.</p> <p>DHTs will be linked to each SL – meeting regularly and monitoring work.</p> <p>SLs will contribute to INSET days/staff training as required and report to GB as needed.</p>	<p>Appointed July 2020</p> <p>DHTs/SLs Sep/Oct 20 ongoing</p> <p>INSET days Oct 20 &amp; Nov 20</p>		<p><b>By autumn term</b> SLs appointed, clear plans in place (with SMART targets and actions).</p> <p><b>By spring term</b> Plans have been shared and are implemented.</p> <p><b>By summer term</b> SLs can evidence improvement in their areas (impact on staff and pupils). Strong team working is clearly evident throughout the school’s distributed leadership.</p>	<p>GB updates – To be agreed and to be included in HT report to GB</p>