Multi-year   In-year

1. Summary information					
School	Trinity Academy Sowerby Bridge				
Academic Year	2019-20	**Total PP budget**	£384,151	**Date of most recent PP Review**	School Review Feb 2020
Total number of pupils	753	**Number of pupils eligible for PP**	424	**Date for next internal review of this strategy**	TBC

2. Current progress and attainment		
	Pupils eligible for PP (TASB)	Pupils not eligible for PP (National Average)
Average Progress 8 2018-19 **Average Progress 8 2017-18**	+0.42 +0.20	+0.12
Average Attainment 8 2018-19 **Average Attainment 8 2017-18**	41.6 35.2	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	Star reading tests indicate that 70% of students in Phase 1 (year 7 and year 8) have a reading age below their chronological age, and 54% of this cohort are identified as PP.
B.	Student movement is an academic barrier because many have a significant gap due to relocation, leading to time on a waiting list to start at a different school. Students then often return to TASB at a later stage within the school year or Phase. During the 2018-19 academic year there were 92 school leavers and 137 school joiners, resulting in a net gain of 45 students.
C.	Students in higher year groups spent part of their education in Sowerby Bridge High School (SBHS), a school that Ofsted deemed Inadaquate. This has led to poor foundation knowledge which Trinity Academy Sowerby Bridge is working hard to rectify.
D.	Historically at TASB white British pupil premium students have tended to make less progress than their non-pupil premium peers at GCSE level, while the pupil premium Roma students tend to have lower attainment than their non-pupil premium peers.
E.	Reasonable adjustments are made for students whose primary need is SEMH. However, we still face challenges to help these students regulate and improve their challenging behaviour. We offer a comprehensive package of support for our SEMH cohort which is ever-changing based on individual student need; for example, one-to-one interventions with wellbeing teams.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
F.	Attendance, although much improved on SBHS, still represents a barrier to progress: • SBHS PP Absence (2016-17): 18% • TASB PP Absence (2017-18): 7.3% (Above the national average for Disadvantaged students) • TASB PP Absence (2018-19): 9.5% We know this directly correlates to success at the end of Y11.

G.	The behaviour of a minority of students, both pupil premium and non-pupil premium students, is a focus for pastoral and academic staff. Poor behaviour can lead to disengagement and, ultimately, less successful outcomes at GCSE.
H.	83% of PP students at TASB come from the most deprived areas in England (*Lowest 30% as per IDACI data*). This has led to a lack of resilience in our students due to a lack of academic aspirations at home and/or challenges they face at home which affects their motivation in school.
I.	Increasing opportunities and broadening pupils' experiences remains a priority for our pupil premium students who have not had the opportunity to take theatre trips, travel within the UK and to read extensively for pleasure.

4. Aims

What is Pupil Premium funding for?
The Pupil Premium funding we receive is for raising the attainment of pupil premium students. Our PP strategies have been effective over the past year as our Pupil Premium attainment 8 figure has risen from 35.2 to 41.6 in one academic year. We endeavour to further improve this figure and the strategies in this statement will enable us to do this.

What is our Academy approach to the use of the Pupil Premium?
No single intervention provides a complete solution to the complex educational issues in any school and, therefore, we believe that a multi-faceted approach offers the best opportunity for our students to improve.

The Ofsted report entitled 'The pupil premium: what Ofsted looks at', states that 'successful schools do not treat pupils eligible for the pupil premium as one homogeneous group'. Each of our pupil premium students faces varying degrees of academic and pastoral challenge. Our aim is to understand these potential barriers to learning and to enable students from less advantaged backgrounds to achieve as well as all students, by benefitting from:

• a broad and rich curriculum that develops personal and social skills, confidence in learning and cultural capital
• pedagogy that effectively promotes motivation, high aspiration and accelerated learning for all
• regular whole-school data entry points that allow progress to be tracked over time
• a 'team around the child' approach to pastoral and academic tracking and care for our pupil premium students which expects high levels of parental engagement which we pursue relentlessly
• explicit support for more able disadvantaged pupils, particularly during years 7 and 8 as 'this is an area that many schools tend to forget' ('Effective pupil premium reviews: A guide developed by the Teaching Schools Council')
• integration and supported involvement in activities with their peers
• interventions to close the gap in achievement and address barriers to learning and progress
• access to funding for those suffering hardship to meet costs for access to enrichment opportunities

5. Multi-year and in-year strategic plan

Since September 2018, schools have been encouraged to consider a multi-year strategy. This is not compulsory but at Trinity Academy Sowerby Bridge we have adopted this approach.
At Trinity Academy Sowerby Bridge, we adopt long-term pupil premium strategies to tackle the challenges that are entrenched in our local communities and will likely take a generation to overcome. They are challenges that we will face each year. However, our pupil premium cohort needs change each year and therefore we believe it essential to set bespoke in-year pupil premium targets, which we realise may become multi-year targets.

6. Planned expenditure					
Academic year		2019/20			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Improve the quality of T&L so students experience a greater frequency of outstanding teaching over time. This will ensure all students (inc. pupil premium students) can meet or exceed their end of KS4 targets as they receive quality first teaching every day.	• Quality time, and money, set aside for CPD for all staff. • Rigorous but supportive QA processes which are not graded. • Achieve/P6 at specific points in the year Y10 and Y11 students to support with GCSE subjects. • Collaboration across the MAT for CPD and resources in all curriculum areas.	• EEF (Education Endowment Foundation) – High impact, strong evidence base. • 'Improving teaching quality generally leads to greater improvements' EEF (Education Endowment Foundation). 'There is particularly good evidence around the potential impact of teacher professional development' (EEF). • 'Whilst it is true that each school is unique, it is equally true that outstanding teaching and leadership and a relentless focus on improvement will make a real difference – whatever the context, or degree of challenge facing a school'. (Effective pupil premium reviews. A guide developed by the Teaching Schools Council). • Using the pupil premium effectively: an evidence-based approach to closing the gap (2014) Dunford - National Pupil Premium Champion & chair of Whole Education and the Chartered Institute of Educational Assessors.	• Implementation of QA processes at all levels of leadership. • Conducting staff feedback on the CPD programme. • Continue to develop LT and ALT roles so they can effectively coach identified staff.	• CMN	• Termly in-school monitoring through QA processes. • Regular internal faculty reviews. • SIP Visits: dates TBC. • Termly reports to the GB.

To keep staff at the academy and develop the next generation of leaders by offering high quality and career point appropriate support.	As a minimum, the CPD on offer to all staff includes: • Weekly CPD (a mixture of whole school and departmental) • Termly book looks CPD on offer for identified staff: • 10 Minute Tips • Weekly NQT/RQT sessions • New starter induction programme • Weekly T&L meetings	As above	• Whole-school QA processes are adhered to: ○ Termly book looks ○ Lesson observations ○ Follow-ups ○ Performance appraisals ○ Standards visits ○ Staff voice via drop-in sessions with a wellbeing focus	• CMN • Lead Teacher Team • CLs	• Termly in-school monitoring through QA processes • QA of subject CPD – lesson visits • Termly reports to the GB
The quality of Teaching & Learning is consistent across all subject areas.	• Increased focus on subject-specific CPD. • Sharing best practice with the MAT to include collaborative planning, assessment writing and moderation	Data indicates that students are not performing equally well across all subject areas as national figures	• Collaborative planning of curriculum CPD with CLs and SLG links • QA of CPD by the T&L team • Lesson Observations • Standards visits	• CMN • Teaching & Learning Team • All CLs • ALCDs	• QA of subject CPD – lesson visits • Regular faculty reviews • MAT reviews in English, Maths and Science • Termly tracking of data • Termly reports to the GB
Best practise in the explicit use of Mint Class is identified and shared to plan for the rapid progress of all students with a particular focus on PP and SEND.	• CPD provided – on a whole-school and faculty level • CPD provided to all observers. Staff files available for any lesson visits/observations. • Continue to develop the use of MINT in the RAP process to ensure data is used to drive improvements in the classroom.	Recommendation from the PP review (January 2017) that followed the Ofsted report (October 2016)	• Part of the lesson observation process • Baseline data collection and any actions following	• CMN • ECM	• Termly checks by CLs • Regular faculty reviews

Ensure pupils are effective oral communicators.	• All year 7's are trained on 'track me'
	• Effective staff training for all new and current staff to relaunch 'track me'
	• All students exposed to a breadth of text in form time and curriculum lessons
	• All staff trained on how to deliver high-quality literacy support so that everybody is a literacy role model
	• Daily repetition of Tier 2 and Tier 3 vocabulary for all students with a view to expanding their lexicon
		'Crucially, many of these good schools are concentrating on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum' (Ofsted: 'The pupil premium. How schools are spending the funding successfully to maximise achievement')	• Whole-school QA processes
			  ○ Termly book looks
			  ○ Lesson observations
			  ○ Follow-ups
			  ○ Standards visits
			  ○ Data collection by the T&L team to inform CPD
			
			• Use of the 10 Minute Tips program
			• Staff Voice
			• Student Voice
				• ABH
				• CMN to oversee QA
					Termly

Students are able to upscale their Language.	• Staff PM targets linked to literacy explicitly require staff to engage with improving student vocabulary; this is also noted in lesson observations • CPD practice to ensure the use of the selected language of the lesson is used throughout the lesson • CPD in departmental areas to select the relevant terminology for language of the lesson • 'Word of the Week' is explored in form time and displayed around the school on monitors	Based on the work of Quigley 2018, 'Word of the Week' not only endeavours to expose students to a plethora of new vocabulary but equip them with morphology skills to help recognise patterns in words and identify word trees	• Standard walks of form time with a specific focus on 'Word of the Week' and short story delivery • QA of all language of the lesson selections by the T&L team • Lesson observations • Book Looks • Staff voice • Student voice	ABH	Termly

| Increased engagement with reading and improvement in reading ages. | • Library to be open break times and lunch times
• Weekly English lessons taking place in the library
• Librarian to conduct 1:1 reading intervention
• Form time Read Around programme
• Showing an active engagement with reading is required as part of graduation (year 7 and year 8)
• All Phase 1 pupils will be expected to have an independent reading book which can be read in form time once the Read Around programme has finished for the term (or optional on Fridays)
• Book suggestions in the library
• Extended reading project for Phase 1 students with high reading ages to promote the love of reading in all curriculum areas
• World Book Day: 05.03.2020
• Author session at Calderdale Library | As above | • Library engagement/lending records
• Student voice on for time short story programme
• AR weekly quiz data
• STAR reading tests (termly)
• Author visits/workshops
• Standards walks of library lessons
• QA of the extended reading project activities | ABH | Termly |

Pupils with a reading age well below their chronological age are supported so reading ages improve.	• CPD for all English teachers on effective delivery of the 'Accelerated Reader' programme • PM target introduced for all English staff linked to the effective delivery of 'Accelerated Reader' in quality library lesson delivery. • All students in year 7 and year 8 are registered users of 'Accelerated Reader' • Raise the profile of 'Accelerated Reader': visual displays, presentations/data shared with pupils, 1 million-word competition, weekly certificates, termly prize draws	As above	• AFW and ABH to meet regarding data after each STAR reading test. • Standards walks of library lessons • Accelerated Reader quiz scores/engagement • AR tracking sheets • STAR reading test scores	ABH English Teachers	Termly

Students are able to speak, read and write correctly so they are effective communicators. This is achieved as all staff are teachers of literacy.	• All staff at TASB to view themselves as teachers of literacy, understanding how developing student literacy helps pupils cope with the cognitive demands of all subjects; writing helps to sustain order and thought; better literacy leads to improved self-esteem, motivation and behaviour; better literacy raises attainment in all subjects • Staff provided with whole-school CPD on how to support literacy development • Faculties given time (with a literacy focus) to select vocabulary for language of the lesson • Reading is mapped across all curriculum areas so that quality opportunities to expose students to reading are exploited	As above	• Explicit lesson observation focus • Explicit PM focus • Explicit marking scrutiny focus • CPD documentation • Schemes of work/planning • Staff voice • Student voice • Learning walks • KS4 results • Reading age data	ABH	Termly
Equal curriculum opportunities for all students through a comprehensive information, advice and guidance (IAG) process.	• 1:1 interview with all Y8 students following a PCE to ensure appropriate options subjects are selected • 2 workplace visits linked to options subjects for all Y9 and Y10 students • Priority careers interviews for students identified as 'at-risk' in Y11 • Implantation of the Gatsby Benchmarks within the curriculum.	Student level data would suggest that students at TASB are less likely to gain access to careers experiences as Non-PP students nationally.	• PCE for Y8 Parents • Student voice on options choices • Student voice on workplace visits	RSS	Termly

ABH	Funded through catch up
CMN	
RSS	
ITR	
KCN	
Librarian & Literacy Budget	
MINT seating plan	
*Total Cost of 'Quality of teaching for all'	**£147,649.04**

ii. Targeted Support					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Students with very low reading ages are able to make progress towards their chronological age.	A Primary Specialist teacher has been employed to work with the students in Y7 and Y8 who have the lowest reading ages. This allows for a more holistic overview of reading development through a multitude of curriculum areas rather than solely in English.	Key Stage 3: the wasted years? Ofsted (2015) identifies the progress of PP students at KS3 as a barrier to achievement later in school. The EEF Teaching and Learning toolkit: Peer Tutoring (July 2012).	• Review of Star reading data • Learning walks • Lesson Observations • Work Scrutiny	• ABH • CMN	Termly
Improved attendance for PP/EAL students.	• CPD for co-tutors for improved student-level challenge of absence • Appointment of new Vice Principal with a focus on Behaviour and Attendance • Daily QA of sessions absence information to ensure that attendance remains a priority, in particular for PP/EAL students • Appointment of EWO to ensure a large number of home visits take place over the course of a year • Weekly attendance cobra	2017-18 and 2018-19 data shows a clear link between attendance and the progress students make. DfE: The Impact of Pupil Behaviour and Wellbeing on Educational Outcome.	• Attendance cobra minutes and actions • Sessions absence information QA	• SLG • AHL • DBS • GBY • EBS • HoYs • HSN	Termly
Improved engagement in education for students whose behaviour can be a barrier.	• Monitoring of students' times in IEU to allow for early intervention where appropriate, e.g. the use of the Arc to reduce the risk of PEx • Alternative provision is offered to re-engage students with education where appropriate e.g. Focus Training and College Placements	DfE: The Impact of Pupil Behaviour and Wellbeing on Education Outcome.	• Pastoral cobra minutes and actions • Isolation log • Monitoring of students accessing the Arc provision • Regular check-ins for students accessing alternative provision	• THH • LDN • AHL • DBS • GBY • JHM	Termly

	• Core meetings between VP, AAP, Wellbeing Team and SENCO				
Bespoke Social and Emotional Learning interventions for students identified as SEMH on the SEND register to enable them to self-regulate their behaviour.	• Review of the SEND provision through SEND parental consultation evenings three times per year • Mental Health First Aid Kit training for all pastoral staff to better equip staff to deal with emerging needs of students • Small group/1:1 intervention with the wellbeing team/HMs so students feel well supported and can thrive socially and academically	DfE: The Impact of Pupil Behaviour and Wellbeing on Education Outcome.	• Pastoral cobra minutes • Isolation log	• HSL • ECM • JHM • DBS • GBY • HoYs	Termly
Pupil premium students do not fall behind their peers.	• Student tracking and monitoring of progress through all weekly cobra meetings • Paired Data Entry to ensure practical changes in classrooms to address emerging needs throughout the year • After school 'Achieve' sessions to target under-achievement • Homework folders created for all students with work relevant to their Phase • Employment of Curriculum Tutors to allow for small group intervention/more targeted classroom support	Although PP progress and outcomes are much improved there is still an in-school gap.	• Cobra minutes • SLG focus on reflection on attainment and progress for all subject areas • Achieve attendance monitoring • Homework monitoring	• SLG • CLs • TTN • KGS	Termly
				HSL	
				Primary teacher in nurture	Funded through catch-up
				TA support in nurture	Funded through catch-up
				LDN	
				EBS	

DBS	
GBY	
HSN	
HoYs	
*Total Cost of 'Targeted Support'	£182,397.39

iii. Other Approaches					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Broaden the experiences of students through extra-curricular programs and trips.	• Relaunch of the 'Involve' extra-curricular programme by the Involve co-ordinator • Involve now to be accessed by all Y7 and Y8 students and optional for Y9 • Trips are mapped across all subjects to ensure all students have the opportunity to go on one trip every year	Student level data would suggest that PP students at TASB are not gaining as much access to these experiences as non-PP students nationally.	• Involve attendance • Student voice • Trip map	• RSS • LBT	Termly
A high quality, smooth transition process.	• Meetings with Primary leads three times per year to develop stronger links • Transition Plan for Y5 & Y6 to ensure learners are well equipped • Extended transition for SEND students to fully support transition to secondary	SEND Code of Practice: 0 to 25 Years (Jan 2015)	• Meeting minutes • Uptake of Transition days offered at TASB • CPOMS data/information • Student voice • Parent voice	• RSS • JHM	Yearly
Increased student motivation and improve perception of school particularly for Phase 2 students.	• Appointment of SLG with a focus on Phase 2 lead • Weekly rewards assembly for Y11 • Fortnightly rewards assembly with Y10 • Use of targeted 'Principal's Breakfast' sessions with SLT to become more responsive to student needs	EHNA data from 2018-19 showed that student perception of school for these year groups was poor.	• Student voice • Assembly rota • Internal data entry	• ECM	Termly
				RSS	
				LBT	
				ECM	
				JHM	

		*Total Cost of 'Other Approaches'	**£73,279.71**

* All costs given at 56% of actuals to reflect the PP weighting in the school

7. Review of expenditure				
i. Quality of teaching for all				
Desired outcome	**Chosen action / approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**

| Improve the quality of T&L so students experience a greater frequency of outstanding teaching over time. This will ensure all students (inc. pupil premium students) can meet or exceed their end of KS4 targets as they receive quality first teaching every day. | • Quality time, and money, set aside for CPD for all staff
• Rigorous but supportive QA processes which are not graded
• Achieve/P6 at specific points in the year for Y10 and Y11 students to support GCSE subjects
• Collaboration across the MAT for CPD and resources in all curriculum areas | QA process across T2 and T3 highlighted the need for nine staff to undergo a reobservation due to the presence of limiting factors. Of these nine staff, seven were new to the academy at the start of or during the AY2019-20. Individual members of staff were offered bespoke CPD tailored to meeting their needs to ensure high quality teaching for all students. Unfortunately, due to COVID19, seven re-observations could not take place, but two did with no limiting factors identified showing positive impact of bespoke CPD.

Achieve/P6 happened regularly across the AY2019-20 up to the start of lockdown. Attendance across the year was Maths 84%, English 76% and Science 70%.

Collaboration has continued across TMAT in varying forms so that TMAT knowledge and expertise can be used to support the learners at TASB. | This approach will continue into AY2020-21, with a focus on bespoke CPD to meet the needs of staff, highlighted by rigorous QA processes. The QA processes have been further developed to ensure CLs, and other MLs, are highly involved in the process to enable the use of Subject CPD to respond to emerging CPD needs within the department. Whole-school CDP systems will continue to develop routines and embed strategies to support learning in all subjects.
Achieve will be continuing in AY2020-21 but it will switch to P6, which will be compulsory for all Y11 students. This will close the gap on lost teaching time during COVID19, with a focus on building the confidence of learners after an extended period of time out of formal education. Topics will be selected from baseline testing of knowledge following re-entry to formal education. Achieve will also be introduced for Y10 students as early intervention to bridge any gaps created by home learning.
Collaboration across TMAT will depend on the needs of each curriculum area. Strong links will continue to develop across maths, French, geography, English and science. This flexibility ensures curricula are bespoke to TASB to fully meet the needs of our cohort. | |

| To keep staff at the academy and develop the next generation of leaders by offering high quality and career point appropriate support. | As a minimum, the CPD on offer to all staff includes:

• Weekly CPD (a mixture of whole school and departmental)
• Termly book looks

CPD on offer for identified staff:

• 10 Minute Tips
• Weekly NQT/RQT sessions
• New starter induction programme
• Weekly T&L meetings | During T3 of AY2019-20 an additional 1 hour of CPD was introduced into the timetable for Subject CPD. This meant that CLs and other MLs could focus on subject-specific knowledge and pedagogy to ensure that all teachers were experts of the subjects they teach. As this was only introduced in T3 the full impact was not measurable before lockdown but the emerging impact was extremely positive through SLT line management meetings, book looks and SLT QA of CPD.

The bespoke CPD through TF/NQT/RQT sessions had a resoundingly positive impact. 100% of respondents strongly agreed or agreed with "I have found the group sessions engaging and informative enabling me to reflect on my thinking and my practice". When asked "As well as my mentor, I feel that I have had good support from colleagues", 100% strongly agree/agree.

For colleagues who started during the AY2019-20 they also followed a bespoke CPD stream. When surveyed about the sessions, staff responded to "The new staff induction day on Tuesday 7th January was informative providing me with the key information I needed at the start of the term", 100% strongly agree/agree. When responding to "I have found the feedback provided by my 10 Minute Tips coach useful and I have been able to act upon it" 100% strongly agree/agree. | This will continue into AY2020-21, with CPD in subject areas running in the school timetable. This will allow CLs to respond to emerging needs of staff to ensure their subject knowledge and pedagogy is the focus of development. This stream of CPD will be complemented by whole-school CPD for both teaching and support staff which will use practice to develop and embed systems and routines. TF/NQT/RQT will continue to receive bespoke CPD appropriate to their career points.

QA processes have been developed to incorporate lesson visits within the Book Look process to give a more holistic approach to identifying the needs of staff, empowering CLs when planning subject-specific CPD. | |

The quality of Teaching & Learning is consistent across all subject areas.	• Increased focus on subject-specific CPD • Sharing best practice with the MAT to include collaborative planning, assessment writing and moderation	Subject-specific CPD took place throughout 2019-20 with a focus on developing "Language of the Lesson" and "Learning Links". In T3 this subject CPD was increased to include an hour within the timetable to focus on subject knowledge and pedagogy. While this only began in T3 the emerging impact was positive across all subjects following QA by SLT links. Where appropriate, links have continued to develop across TMAT to develop the curriculum and assessment through all key stages.	All subjects will receive one hour of CPD time within department areas. Where teachers also teach a second subject they will also attend a CPD session for that subject. Where appropriate cross-TMAT links will continue to develop to best meet the needs of all students at TASB. This includes development of the curricula, assessment and post-assessment moderation procedures.	
Best practice in the explicit use of Mint Class is identified and shared to plan for the rapid progress of all students with a particular focus on PP and SEND.	• CPD provided – on a whole-school and faculty level • CPD provided to all observers • Staff files available for any lesson visits/observations • Continue to develop the use of MINT in the RAP process to ensure data is used to drive improvements in the classroom	In lesson observations carried out in AY2019-20 all MINT class seating plans were available in 100% observations either prior to observation or upon request. Aggressive monitoring, rebranded "Intelligent Practise", began to develop in T2/T3 across departments. This relied on the use of MINT class seating plans to develop routes around the classroom to best monitor the progress of all students. The development of intelligent practise in curriculum areas was at different points at the start of lock down and this will continue to be developed in the AY2019-20. The use of MINT class has been the focus of a think piece over lockdown and the wider reopening to establish how it is currently used within all departments and how this can be developed further next AY2020-21.	MINT class will continue to be used in AY2020-21 and the suggestions for development from each CA will be shared with whole staff in CPD to develop the use of MINT class in all department areas.	

| Ensure pupils are effective oral communicators. | • All year 7s are trained on 'track me'
• Effective staff training for and new and current staff to relaunch 'track me'
• All students exposed to a breadth of text in form time and curriculum lessons
• All staff trained on how to deliver high-quality literacy support so that everybody is a literacy role model
• Daily repetition of Tier 2 and Tier 3 vocabulary for all students with a view to expanding their lexicon | All year 7 students were introduced to 'Track' on the first day of school. All new staff to the academy were trained in 'Track' and 'Language of the Lesson' on their induction day, and this was followed with '10 Minute Tips' sessions to help embed the routines to their day-to-day practice.

Practice sessions during all staff CPD have been used to ensure staff have scripts and a clear routine to follow when using 'Track', 'VT Short Story' and 'Language of the Lesson' to develop the oracy of students, starting with developing their lexicon.

Students have been exposed to four short stories during form time, which was read aloud by form tutors to model good oracy. Following student voice highlighting a lack of enjoyment of the short story session one house trialled 'Read Around'. Emerging pupil responses showed more positive engagement with Read Around over Short Story prior to lockdown. | When lock down measures ease and students are once again able to 'Track' this will be relaunched across the academy. Up to this point 'Track the Teacher' will be used as a partial relaunch as it will mean all students facing forward following COVID19 reopening guidance.

A new in-year admissions procedure will be launched during the AY2020-21 which will include an induction to all literacy routines such as 'Track', 'Language of the Lesson', 'Interactive Reading' and 'Read Around'. This will ensure that all students are fully briefed on entry to the academy to account for the high student mobility at TASB.

Following the successful trial of 'Read Around' during T3 of AY2019-20 this will be launched with all students. The switch to year group forms rather than VT will also ensure that the reading students do will be accessible to each year group which will increase engagement. The breadth of texts that students will be exposed to will increase beyond just short stories.

All new staff to the academy will continue to receive training on all literacy routines which promote oracy on entry to the academy. | |

Students are able to upscale their Language.	• Staff PM targets linked to literacy explicitly require staff to engage with improving student vocabulary, this is also noted in lesson observations • CPD practice to ensure the use of the selected language of the lesson is used throughout the lesson • CPD in departmental areas to select the relevant terminology for language of the lesson • Word of the week is explored in form time and displayed around the school on monitors	Staff all have a PM literacy target and this has been a focus of all lesson observations and the focus of some data collections by the T&L team. The 'Language of the Lesson' data collection in T4 showed that 'Across the majority of subjects, Language of the Lesson is delivered correctly' and 'The vast majority of pupils could say what the Language of the Lesson was and explain what this meant and why this had been selected. This compares favourably to the previous data collection in October where most pupils could not do this.' Whole-staff CPD sessions have been used to practice delivery of the language of the lesson routine and termly extended CPD time in departments has had language of the lesson selection as the focus. In staff voice in T4 the responses to 'The vocabulary in my subject area is appropriate to the curriculum I teach and the students I teach' was 100% agree / strongly agree and 'The students are able to use the vocabulary within the context of the lesson' received 100% agree / strongly agree responses. Word of the week has been consistently explored in VT with a different root each term: Term 1 – 'Pre' including words such as 'preconceive' 'predecessor' Term 2 – 'cycl' including words such as 'recycle' and 'encyclopaedia' Term 3 – 'Duct' including words such as 'aqueduct' and 'reductive'	'Language of the Lesson' focus will move to the ability of students to be able to recall and use selected language over a longer period as staff voice in T4 showed responses to 'Students are able to recall' were 76% agree / strongly agree and 'independently apply the LoL over time' 63% agree / strongly agree. These scores, compared to the immediate ability to recall and use in context, are much lower, demonstrating there is still work to be done in this area. This process started during lockdown when CLs reviewed the Language of the Lesson selection while reviewing curriculum mapping documents. Data collections have highlighted two departments which require further support with the delivery of LoL and this will be addressed with a full audit of Language of the Lesson in these two areas followed by focus on delivery with a practice session and 10 Minute Tips for any staff identified as requiring further support. Word of the Week will continue with a shift in focus to words linking to potential careers and subject terminology. This will ensure the academic lexicon of students will increase and will be applicable to a range of subjects. The Word of the Week will be delivered in assembly to ensure consistent delivery across all five year groups.	

| Increased engagement with reading and improvement in reading ages. | • Library to be open during break times and lunch times
• Weekly English lessons taking place in the library
• Librarian to conduct 1:1 reading intervention
• Form time Read Around programme
• Showing an active engagement with reading is required as part of graduation (year 7 and year 8)
• All Phase 1 pupils will be expected to have an independent reading book which can be read in form time once the Read Around programme has finished for the term (or optional on Fridays)
• Book suggestions in the library
• Extended reading project for Phase 1 students with high reading ages to promote the love of reading in all curriculum areas
• World Book Day: 05.03.2020
• Author session at Calderdale Library | Student voice in T1 showed that 62% of Y8 students felt they had 'lots of opportunities to read in school', with 42% agreeing they 'read in subjects other than English' (significantly less than Y7 91% and 95% respectively). In order to address this from Feb 20 onwards Year 8 B Band follow a bespoke 'Guided Reading' model of Harry Potter and the Philosopher's Stone, containing vocabulary builders and comprehension questions. This was following a successful trial of 'Role Model Reading' which began in Oct 19, where all students in Y7, and their teachers, read for 20 mins per day. Staff voice in Feb 2020 showed that 96% strongly agree/agree that RMR is encouraging a 'Reading Culture' in Year 7. Student voice also in Feb 2020 showed 68% of students enjoy taking part; 80% like the fact the teacher reads with them; 78% agree that their RMR book is interesting.

Weekly English lessons have taken place in the library and the consistency of delivery has been checked by SLT during library lesson Learning Walks.

The extended reading project has been launched with 7r1 and 8r1 where they have read a book linked to the curriculum in each term from Term 2 onwards: English, French and Geography. Between STAR Reading Test 1 in T1 and STAR Reading Test 2 in T2 12 of 29 Y7 students have made accelerated progress in R1 and 9 of 27 Y8 students have made accelerated progress in R1. | 'Role Model Reading' in r band and 'Guided Reading' in b band are to be extended across all three tears in KS3 starting AY2020-21. This will ensure all students in these year groups have an opportunity to read a book.

The extended reading project will also be extended to cover all three year groups in KS3. The books will be selected to not only increase the engagement with reading but will also extended their subject knowledge in the selected curriculum area. ABH has worked closely with all CLs to select books which complement the curriculum areas.

Book suggestions for the library will be further promoted both within the library and on the screens around school. Students who have taken out promoted books to the library can write reviews and may also be featured on screens. Students will also be asked to contribute to the library by putting forward suggestions of authors and genres to add to the collection of books in the library.

1:1 reading interventions will be in place to help close the gap with those with the lowest reading ages. Bespoke CPD will be delivered to staff to engage with this. This is following a trial of 'Guided Reading' in T3 of AY2019-20 following CPD from a primary specialist and CPD for all staff involved. The trial was cut short due to lockdown but the emerging impact was positive. | |

| Pupils with a reading age well below their chronological age are supported so reading ages improve. | • CPD for all English teachers on effective delivery of the accelerated reader program.
• PM target introduced for all English staff linked to the effective delivery of accelerated reader in library lessons.
• All students in year 7 and year 8 are registered users of Accelerated Reader.
• Raise the profile of Accelerated Reader: visual displays, presentations/data shared with pupils, 1 million-word competition, weekly certificates, termly prize draws | In January 2020 all English Teachers received CPD in how to complete action plans and using AR and STAR data. This was delivered by ABH. Following this English CL coached English staff in the structure of Library Lessons. Finally, ABH modelled STAR Review meetings with CL and DCLs in English for future use.
In Y7 97/222 students and in Y8 36/115 students made accelerated progress. 44% Y7 and 31% Y8 made accelerated progress between STAR 1 and STAR 2. | The switch to a traditional three-year KS3 will mean that moving forward into AY2020-21 all students in Y7 to Y9 will be registered with accelerated reader.
The focus on supporting those below their chronological age will become more important in AY2020-21 as students have had an extended period out of formal education. Reading remained a primary focus in all home learning in order to try to minimise losses. Accelerated Reader will be launched with Y7 and re-launched with Y8 and Y9 students. | |

| Students are able to speak, read and write correctly so they are effective communicators. This is achieved as all staff are teachers of literacy. | • All staff at TASB to view themselves as teachers of Literacy, understanding how developing student literacy helps pupils cope with the cognitive demands of all subjects; writing helps to sustain order and thought; better literacy leads to improved self-esteem, motivation and behaviour; better literacy raises attainment in all subjects
• Staff provided with whole-school CPD on how to support literacy development
• Faculties given time (with a Literacy focus) to select vocabulary for language of the lesson
• Reading is mapped across all curriculum areas so that quality opportunities to expose students to reading are exploited | All staff have a PM target to develop student literacy, and this is a focus of all lesson observations and data collections from the T&L team.

Whole staff CPD has a focus on the delivery of literacy strategies through the use of practise scripts. A new strategy of 'Interactive Reading' was launched in January 2020. Staff voice in Feb 2020 showed that the emerging impact was very positive; 98% strongly agree/agree the reason for introducing IR is clear; there is an even spread of usage across Phase 1 and 2, R Band and B Band; 91% strongly agree/agree students understand what IR is following its implementation and have responded to it well (95%). Staff highlighted that the impact of IR was greater on students' reading than their subject-specific progress. Extended CPD time was also in departments to select appropriate 'Language of the Lesson' for all year groups.

'Curriculum Reading' is mapped across all subjects to be delivered to students in Y8. This is an opportunity for all students to read, in all subjects, about a topic relating to the curriculum. Staff voice in Feb 2020 showed that 91% strongly agreed/agreed that the amount of reading they completed with Y8 had increased; 73% strongly agreed/agreed that students found the subject-specific reading useful; 82% strongly agreed/agreed that the reading was supporting students in 'knowing more and remembering more'. | 'Interactive Reading' has remained a focus during lockdown as a strategy to ensure all students continued to engage with reading. This will remain a primary strategy in AY2020-21 to ensure students in all year groups are frequently engaged with reading in all subject areas. Previous areas for developments identified from Learning Walks and QA of resources showed that modelling of marking up and ensuring that the follow up task was text dependent. These areas will remain a primary focus at the start of AY2020-21.

During lockdown a think piece on 'Curriculum Reading' was written. This led to a review of the strategy. It has been rebranded and relaunched with staff as 'Rich Reading'. Following suggestions from staff a 'Rich Reading' template has been created which includes a task for students relating to the reading and a vocabulary builder to further develop the lexicon of all students. This, paired with the mapping of 'Rich Reading' across all of KS3, has ensured that the strategy is ready to re-launch with Y9 and be introduced to Y7 and Y8. The focus of the reading is to explore 'Hinterland' and an opportunity to explore all subject areas in a real-world context. | |

Equal curriculum opportunities for all students through a comprehensive information, advice and guidance (IAG) process.	• 1:1 interviews with all Y8 students following a PCE to ensure appropriate options subjects are selected • 2 workplace visits linked to options subjects for all Y9 and Y10 students • Priority careers interviews for students identified as 'at-risk' in Y11 • Implantation of the Gatsby Benchmarks within the curriculum	All Y9 and Y10 students visited two work places prior to Jan 2020. All Y11 students who were identified as 'at-risk' had additional careers guidance provided by C&K Careers. Most up to date information suggests that 46% of students are going on to a L3 course. 10% of students are moving on to a L1 course which is purely based on the course choice e.g. welding, heavy motor vehicle maintenance and engineering. The Gatsby Benchmarks are embedded into the curriculum with 'Careers Weeks' planned from T4 onwards. These did not occur due to lockdown, but CLs received training on how this will be embedded into curriculum areas. 1:1 interviews with Y8 did not occur due to the shift to a three-year KS3. This meant that no students were transitioning from KS3 to KS4.	These strategies will continue next year. The support provided by C&K Careers will be supplemented by early interviews with SLT to establish aspirations for those identified 'at risk'. It is hoped that earlier engagement with careers will increase the aspirations of students meaning more move on to complete L3 qualifications. Careers weeks have been embedded into the calendar for AY2020-21 to raise awareness of careers linking to each subject. The careers discussed will be linked to the topics students are studying in each CA. Dependent upon restrictions in place due to COVID19, it is hoped that all Y10 students will take part in two work place visits linked to their options subjects. Finally, for Y9 students who will be transitioning from KS3 to KS4 students and parents will be invited into the academy for an IAG evening which will be followed up with 1:1 interviews to ensure appropriate options are selected for each individual.	

ii. Targeted support				
Desired outcome	**Chosen action / approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Students with very low reading ages are able to make progress towards their chronological age.	A Primary Specialist teacher has been employed to work with the students in Y7 and Y8 who have the lowest reading ages. This allows for a more holistic overview of reading development through a multitude of curriculum areas rather than solely in English.	Following data from STAR 2 an external specialist was engaged to further drive improvement in the primary base from Jan 2020 onwards. 101 students in Y7 have a reading age consistently below by 13+ months and 68 students in Y8 have a reading age consistently below by 13+ months. Following advice and training a guided reading trial started with 2 or 3 sessions of 20 mins per week. Students read 'Blitzed' by Robert Swindels with their VT co-tutor. The trial was cut short due to lockdown but the emerging impact was positive.	A new Primary specialist (also a Specialist Leader in Education) has been employed to begin in Sept 2020. The students have been, and will continue to be, reviewed on a regular basis to ensure students accessing the provision are the correct cohort. The Primary Base will be extended from Y7 and Y8 into Y9 also. 'Guided Reading' will be incorporated into the provision offer to ensure students receive high quality reading interventions as part of the initiative. A geography and history specialist will work alongside the Primary specialist to further ensure the breadth of the curriculum is not narrowed for the students accessing the intervention.	

Improved attendance for PP/EAL students.	• CPD for Co-Tutors for improved student level challenge of absence • Appointment of new Vice Principal with a focus on Behaviour and Attendance • Daily QA of sessions absence information to ensure that attendance remains a priority, in particular for PP/EAL students • Appointment of a Lead Attendance Officer to ensure a large number of home visits take place over the course of a year • Weekly attendance cobra	CPD was delivered to all Co-Tutors with practice scripts to increase the level of challenge to student attendance in the two weekly sessions of VT dedicated to attendance and behaviour data reviews. To further support this Attendance Support Plans (ASP) were also introduced to conduct more formal interviews with those students at risk of PA. The appointment of the LAO ensured a greater focus on preventing PA. The 'Attendance Challenge' was introduced to a cohort of at-risk students across Y7 and Y8. The overall impact was still being measured as lock down began, but some students had improved their attendance by up to +5.94% over a 4 week period. The appointment of an EAL officer has improved links and engagement with the GRT community, with the impact still to be fully measured at the start of lock down but the emerging impact was positive. Rigorous absence and punctuality systems have continued to develop to ensure that any barriers that students face are addressed. This includes 12,600 first day absence calls and over 300 home visits between September 2019 and the beginning of lockdown. Attendance was also monitored weekly through the introduction of 'Attendance COBRA'.	A new VP has been appointed for Behaviour and Attendance and will begin in September 2020. This will ensure that all processes currently in place will be reviewed to ensure maximum efficacy. The decision has also been made to introduce weekly LM meetings between HoYs and their SLT Link. This switch to HoY has led to an expansion of the pastoral team with an additional HoY post created and a role for a counsell. This will ensure a clear focus on students in relation to behaviour and attendance. The role of the LAO and EAL Officer will continue to develop over AY2020-21 to increase the engagement and attendance of all students.	

| Improved engagement in education for students whose behaviour can be a barrier. | • Monitoring of students' session in IEU to allow for early intervention where appropriate, e.g. the use of the Arc to reduce the risk of PEx
• Alternative provision is offered to re-engage students with education where appropriate e.g. Focus Training and College Placements
• Core meetings between VP, AAP, Wellbeing Team and SENCO | An inclusion support matrix is used to identify those who repeatedly display disruptive behaviours. Offsite inclusion is used as an alternative to FTE to help keep students engaged with their education. FTEs have continued to reduce (both the number of exclusions and exclusion days) and are below national average. There has been one PEx in AY2019-20 which was only used as a last resort having first tried to find a MM or AP.

Well established core group meetings have occurred weekly and have enabled the identification of students who would benefit from additional intervention. Where appropriate, this has included seeking AP for students at risk of exclusion to re-engage them with education. Where this has occurred, TASB Staff have visited AP to ensure our students are getting a good education. | The inclusion support matrix and core meetings will continue to be used and further developed throughout the AY2020-21 in an attempt to further improve engagement of students with barriers related to behaviour with education at TASB. A new AP leader at TASB has been appointed to work with those identified as being at greatest risk of exclusion. The curriculum provided at this internal alternative provision will be reviewed by CLs to ensure students receive a good education. Where external AP is in use members of TASB staff will visit external providers to quality assure the education provided to our students.

The reintegration meetings following a FTE will continue to be used to ensure students transition back into life at TASB without any additional barriers due to FTE. | |

| Bespoke Social and Emotional Learning interventions for students identified as SEMH on the SEND register to enable them to self-regulate their behaviour. | • Review of the SEND provision through SEND parental consultation evenings three times per year
• Mental Health First Aid training for all pastoral staff to better equip staff to deal with emerging needs of students
• Small group/1:1 intervention with the wellbeing team/HoYs so students feel well supported and can thrive socially and academically | • Attendance to first SEND PCE 2019-20 was an increase on those in 2018-19, and SEND PCEs have continued remotely during lockdown.
• All pastoral staff have had Mental Health First Aid training.
• 'Emotion Regulation' training started with a trial in ASC base. This has had positive emerging impacts prior to, and during, lockdown.
• 23 students on the SEND register have accessed a range of small group or 1:1 sessions to make them more independent by looking at topics such as personal safety, life skills, social skills, motor skills and 'You Can Do It'.
• Whole staff CPD in the effective deployment of Tas
• 34 students have had, or are currently having 1:1 sessions in relation to anxiety, stress, self harm, anger etc. A summary of the demographic of those receiving regular interventions is as follows:
  • 19/34 are on the register 11 SEND K and 6 SEND E. 7 have SEMH as the primary need.
  • 21/34 are PP. | 'Emotion Regulation' training to continue to be used with those students in the ASC base and will begin to roll out to the wider pupil body where the need is identified.

All SLT and SEND leaders have attended 'Emotion Coaching' sessions during lockdown. This learning will be embedded into the whole school body with the mantra 'All students are known, matter and understood' which will sit at the heart of what we do.

Wellbeing team have moved base and are now situated within the heart of school; this will increase student awareness of interventions offered, and the core meetings will continue to be used to identify students in need of interventions. Therapeutic Intervention in Secondary School (THISS) have also confirmed they will be supporting interventions in AY2020-21. A counsellor has also been employed which will enable the wellbeing team to offer enhanced early intervention with identified students.

Magic Breakfast have been engaged to ensure all students are provided with a free breakfast running from September 2020-March 2021 in the first instance. At this point, the feasibility of provision will be reviewed/refined with hopes the provision will be extended. | |

| Pupil premium students do not fall behind their peers. | • Student tracking and monitoring of progress through all weekly Cobra meetings
• Paired data entry to ensure practical changes in classrooms to address emerging needs throughout the year
• After school 'Achieve' sessions to target under achievement
• Homework folders are created for all students with work relevant to their Phase
• Employment of Curriculum Tutors to allow for small group intervention/more targeted classroom support | Use of LMs (English and maths) and CTs (science, history and business) to ensure that high-quality small group interventions take place to support those at risk of underperforming and to re-engage students with education. 78% of those they are scheduled to regularly engage with are PP.

Introduction of subject-specific CPD within the TT to ensure all staff have the opportunity to develop strong subject knowledge and pedagogy (T3).

Centralised homework folders for Phase 2 have ensured high homework completion rates: Y9 = 93.9%, Y10 = 93.6% and Y11 = 95.6%. This ensures all students are engaging with homework on a regular basis so the gap does not widen. There is no significant gap (more than 2%) between PP and non-PP completion rates.

Cobra meetings have been used to identify students who are underperforming, based on data from paired data entry, and have led to three full drop down days to ensure students have time with subject specialists to reengage with learning. These have also guided after-school Achieve sessions to strike a balance between option and core subjects. Attendance across the year was maths 84%, English 76% and science 70%. | LMs/CTs will continue to be directed by CLs to work with groups and carry out small group interventions. To better facilitate this, a new CPD stream will be introduced to ensure all staff are equipped to support the needs of the students they are working with. LMs and CTs will also attend CA CPD to ensure they are experts in the subjects they work in.

Centralised homework folders will continue for KS4 (Y10 and Y11). To ensure that homework tasks are supporting retrieval practise and spaced repetition, CLs received CPD in July 2020 before submitting homework for T1 of AY2020-21. KS3 leads also received CPD on writing knowledge organisers prior to submitting those which will be used to support homework at KS3 (Y7, Y8 and Y9) in Term 1.

Cobra meetings will occur weekly (options, core and KS3) and the primary focus in the first instance will be dictated by baseline assessments of the impact of home learning. To further support this, Friday P6 sessions will be small intervention classes for students identified in Cobra. The KS3 Cobra will be based on a KS3 development group which has been introduced to ensure that these students and their needs remain a high priority across the Academy. | |

iii. Other approaches

Desired outcome	Chosen action / approach	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	Cost
Broaden the experiences of students through extra-curricular programs and trips.	• Relaunch of the 'Involve' extra-curricular program by the new Involve co-ordinator • Involve now to be accessed by all Y7 and Y8 students, with options for Y9. • Trips are mapped across all subjects to ensure all students have the opportunity to go on one trip every year	Involve attendance across Y7 and Y8 was at 93% prior to the start of lockdown. Students are expected to attend at least one hour each week. The students had a wider range of clubs to choose from with over 15 clubs on offer. This also led to the first successful performance evening 'TASB's Got Talent', which was well attended with all tickets sold out. Prior to lockdown there had been over 40 trips linked to curriculum areas. A breakdown of this can be found in Section 8, additional details.	The use of Involve to broaden the experiences of students will continue in AY2020-21. In the first instance, whilst adhering to guidance relating to COVID19, students will receive two-hour taster sessions for a number of different activities. Finally, by moving from VT to FT it will ensure that targeted support can be provided to all year groups to raise aspirations and promote independence in learners through Graduation (Y7 and Y8) and Year of Us (Y9). Once safe to do so, trips will recommence to ensure that students are given opportunities to learn outside of the classroom and to broaden their experiences. Cross-curricular links will develop opportunities to take students on 'rich' trips.	

A high quality, smooth transition process.	• Meetings with Primary leads three times per year to develop stronger links • Transition Plan for Y5 & Y6 to ensure learners are well equipped • Extended transition for SEND students to fully support transition to secondary	Due to COVID the traditional transition process could not occur. In order to ease the transition for new students to the academy weekly newsletters were sent home to help students get to know the school, subjects and staff remotely. All new Year 7 students were offered the opportunity to have a socially-distant tour of the academy. Staff, including the newly appointed SLT link to Y7 and the SENDCO, met with all Primary feeder schools remotely in order to obtain vital information to ease the transition for new Year 7 students.	Where Primary schools are keen to do so, links will continue to develop to ensure that the curriculum offer at KS3 is linked to, and builds upon, the knowledge developed at KS2. This will help to ease the transition of all students into KS3. The traditional transition process will resume once safe to do so according to COVID19 guidance, and the novel ideas, such as the newsletters, which were born from necessity of COVID19 restrictions, will continue for the year 7 students due to start AY2021-22.	

Increase student motivation and improve perception of school, particularly for Phase 2 students.	• Appointment of SLT with a focus on Phase 2 leadership • Weekly rewards assembly for Y11 • Fortnightly rewards assembly with Y10 • Use of 'Principal's Breakfast' to become more responsive to student needs	Weekly rewards assemblies were held where students received praise from their subject teachers for individual and group achievements. This same process ran on a fortnightly basis with Y10. The use of Principal's Breakfast was introduced to obtain regular student voice from cohorts of students. It was used as an opportunity to allow students to shape the academy moving forward so they became part of the community. Examples of student feedback leading to change were: • Expanding the outdoor areas students can access on lunch times • Having regular days to raise money for charities relating to mental health	A greater focus on destinations for Y11 starting in September to ensure students are fully aware of all post-16 options. This will begin with 1:1 meetings with those identified as being 'at-risk' with SLT to explore their options. Careers weeks to be calendared to increase knowledge of potential careers linking to a wide range of subjects. 6 Calendared weeks per year will be used with 'Learning Links' to ensure consistency across the Academy. This will increase the awareness of all students of careers linked to all subjects they study. Development of a 'Vulnerability Factor' as a means to QA decisions for all students. This will ensure that the most vulnerable of students will be prioritised to receive interventions. This will be used as an indicating factor in conjunction with the holistic picture of individuals. By moving to FT rather than VT it will ensure age-appropriate support to develop resilient learners who are fully prepared for the next stage of their education, whether transitioning into KS4 or from Y11 into post-16 education. Students will feel part of a community and have stronger identities as a year group.	

8.	**Additional detail**

The statement above is a working document and may be updated at any time.

Term	Number of opportunities for experiences outside of the classroom	Examples include...
September	369 (49% of the school)	• Year 11 students to Liverpool to watch Blood Brothers • Year 8 students to an Emmerdale Studios tour • Years 9 and 10 students to the Calderdale 'Make it in Manufacturing' event
November	1420 (189% of the school: some students attended multiple trips)	• Year 7 to Bolton Abbey • Year 9 on workplace visits linked to their options subjects (e.g. Holdsworth House, nursing home, professional kitchen)
January	144 (19% of the school)	• Year 11 going to the Alhambra Theatre to see An Inspector Calls • Year 11 going on a field trip to Salford Quays