Yearly Progress Update   - Objectives set are between 2019 and 2023

Objective 1

Supporting and nurturing SEND students to improve their progress

Actions				
1. Investigate Maths progress for Lower ability and SEND students and improve provision to ensure better progress		**Maths Progress 8**		
	YEAR	**Lower Banding**	**SEN**	
	2018/19	-0.20	0.34	
	2019/20	-0.54	-0.73	
	2020/21	-0.42	-0.47	
	2021/22	-0.60	-0.24	
2. Develop more effective Maths approaches to recall and basic arithmetic, especially for students with low prior attainment	To aid with ensuring good progress within the lower years the school has employed two members of staff to work with students who are not making solid progress within KS3. This intervention use's QLA from department assessment data to revisit topics that students had not mastered. For lower attainers and some SEND students we have introduced an entry level certificate in year 10 that aims to build foundation level skills specifically around arithmetic to ensure that students have a good level of number and are able to access the GCSE syllabus. This also helps builds confidence in maths as much of the assessment is done within a low stakes environment. Teaching staff delivering have also attend external CPD that promotes the			

	use of manipulatives to help students visualise and work with the ideas of maths.
	At the start of year 7 students cover a numeracy scheme of learning for the first 4 weeks that covers key number skills that they should have developed at KS2.
	Starters for lower attainers in year 7 and 8 are all arithmetic based and aims to promote excellent recall around times tables, number bonds and other numerical foundations. Starters are also used throughout the curriculum to promote recall dependent upon stage and prior maths knowledge.
	Using the structure of setting allows for smaller groups with students that have students with lower attainment upon entry, this allows for more targeted support from the teacher.
3. Investigate most effective provision for SEND students who are struggling to engage with school	On the Ofsted Parent view survey for 2020/21 under the question **My child has SEND, and the school gives them the support they need to succeed. 100% of the parents said they either agreed or strongly agreed.**
	External SEND review on 27 Jan found "The school uses several whole school strategies that particularly support students with SEND".
	Ready to learn has made a big impact on students understanding of what they need to do to ensure they are ready for lessons. Expectations are on the board at the beginning of each session and discussed. This links closely to the PFA Agenda. Students I met could describe what it was and how it would help them "It's going to help me get a job."
	SENCO delivered training to Trust Teaching Assistants based on latest EEF research on supporting students in lessons.
	Support provided to students with SEND throughout lockdowns to ensure that attendance of students with SEND remained high including daily phone

	calls and weekly one-to-one meetings. SEND bubble remained open during lockdown 2. Attendance of students with SEND is 88%.
4. Ensure whole school differentiation CPD supports progress for SEND students	27th Jan External SEND Review highlighted 'SEND has a high priority and there is time allocated to all weekly briefings. The SENCO is experienced and has achieved the NASENCO Award. He is supported by an experienced and knowledgeable HLTA. Evidence of regular use of scaffolding tools across the curriculum' Knowledge Organisers have now been developed and created as a result of INSET in October 2020 and June 2021 for Years 7 and 11. The aim of Knowledge Organisers is to enable all students, including our high-priority groups such as SEND students to access the powerful knowledge or the key content for each of their subjects. This is a 'go-to' learning tool which students use in lessons for classwork, at home for set homework tasks and in Year 11 to support intervention sessions. The Organisers are also available to download via our Academy website, should parents or carers wish to view them or support their child with their learning. We are now working towards embedding our Knowledge Organisers into our everyday learning routines, as part of our typical practice and monitoring their impact on student outcomes as we move through the year.
6. Track and monitor SEND group carefully ensuring correct students identified	Review of SEND register – Summer Term 2021. Trust update of SEND register policy and review – Spring Term 2022.
7. Students with learning needs are fully assessed for any access requirements in external exams to ensure they have a level playing field with other learners.	61 / 177 (34%) have qualified for some access arrangements in their examinations this year. They include: readers, scribes, extra time and word processors.

Objective 2

Improved health, well-being and self-esteem of students with protected characteristics and encourage a sense of belonging to the wider school and year groups.

Actions	
1. To use the surveys as a benchmark on the well-being and level of happiness of all students and identify trends regarding those with protected characteristics as measured by the survey	As a result of the surveys a clear action plan has been written to address some key areas for well-being. Assemblies and Drop Down Days on promoting good sleeping habits and managing stress are planned for semester 2. Additionally, a "Who can I talk to" strategy has been launched with HOY's to ensure every child has a go to adult who they can trust should they need to talk to someone. Behaviours are monitored and any arising trends are addressed in PSHE and/or tutor time. Work around what can impact on someone's confidence and self-esteem is being planned in year 7 in HT5 to further promote positive well-being. The surveys suggested that all groups of the student body felt valued when gaining opinions within our school.
2. Use student voice to understand barriers to good levels of health, well-being and self-esteem in students with protected characteristics	LGBTQ+ History month and the strategies used to observe it were discussed with the LGBTQ+ Safe Space group. Their ideas were considered and those that were practical were implemented. Following the feedback, it has been identified that a more formal panel is required to address LGBTQ+ opinions on wider school matters and should be more representative of students across all three key stages. This will be actioned for the new school year.
3. Monitor awards and monitor extracurricular take up by students from groups with protected characteristics and modify provision to improve inclusivity	Over 40 different clubs have ran over the first semester and participation in these clubs from groups with protected characteristics has increased. Sporting teams have had representation from across the groups since September and we have a SEND sporting festival planned in semester 2 to further increase participation. A specific LGBTQ+ club has been set up for this group of students. All extracurricular clubs are open to all students; however, a specific girls only trampolining club has been set up to boost participation of KS3 girls.

	A Going for Gold award is being introduced to further increase participation in extracurricular clubs after February half term. Students with SEND in KS3 are supported in small nurture group environment, with access to the full curriculum and teaching from specialist teachers throughout. Students with SEND are awarded each term in Celebration Assemblies. See [appendix 1](#) for rewards base on achievement points
4. Monitor bullying records and hate crime incidents log for trends and patterns involving students with protected characteristics	Bullying incidents are logged and reviewed termly to study impact on protected characteristics
5. Use restorative justice to deal with perpetrators of bullying of those with protected characteristics to improve levels of empathy	Restorative Conversation training delivered to staff in 2019 and remains a part of Microscripts,
6. To use drop down days, assembly and PSHE to promote an inclusive culture where it is recognized that we are all different, but all equal	Drop Down Day 1 for KS3 followed the theme of developing character and respecting each other's opinions. Students participated in a range of workshops and team building activities that were used to promote listening to each other views to complete set tasks. Creative thinking, patience and tolerance was shown by students through the day. In KS4 a FBV day focused on how to live life in a modern-day Britain, celebrating what diversity brings to communities. PSHE • Black History Month- current affairs topics based on black people. • LGBTQ+ History month- sharing of terminology, increased representation of the community in lessons through examples and case studies, assembly on LGBTQ+ history month held by MEV. •

7. To involve parents, governors and students in reviewing the anti-bullying processes and procedures to ensure best practice for all students but particularly those with protected characteristics	• LGBTQ+ group asked their opinions on how the month should be celebrated. • Wording of the RSE policy adapted to include discriminatory language and stereotypes including harmful sexual behaviour. • NCC delivered Anti-Bullying Training to all parents online in Summer 2020 and re-shared during 2021.

Appendix 1

YEAR	% White - British	% SEN	ACHIEVEMENT POINTS				BEHAVIOUR POINTS PER STUDENT PER DAY			
			ETHNICITY		SEN		ETHNICITY		SEN	
			White - British	Other	No Special Educational Need	SEN	White - British	Other	SEN	Other
2018/19	90%	11%	6.00	6.20	6.1	5.9	-0.19	-0.22	-0.17	-0.31
2019/20	89%	13%	10.30	10.50	10.4	9.8	-0.10	-0.11	-0.09	-0.17
2020/21	88%	13%	12.50	12.40	12.6	11.4	-0.10	-0.10	-0.09	-0.14
2021/22	87%	16%	9.00	9.40	9.1	8.4	-0.10	-0.09	-0.09	-0.13