

Teaching and Learning focus

Activity	Impact
Performance management re-designed to focus specifically on excellence in teaching and learning. A sub-group will work on improving outcomes for Pupil Premium students and present to whole school.	<p>All AoLs created inquiry questions linked to T7L focus of the whole school development plan. During the school year 5 (JB, JW, PC, SB, MJ,) teachers have shared their research from Inquiry Question (IQ) Performance Management with the rest of the teaching staff. The impact of this can be seen in lesson observations and learning walks. JB has shared the secure base model used by Learning Support for their IQ with all staff. These 5 pillars are key for many Pupil Premium students.</p> <p>All remaining staff shared their research with colleagues on the September training day in time for all staff to start the year with improved classroom practices.</p>
Assistant Headteacher to attend training on closing the reading gap and share strategies whole school to close the vocabulary gap existing between Pupil Premium and non PP students.	KD worked with James Durran from Local Authority on reading across the curriculum discussing plans from research so far for targeted reading strategies. JD discussed ideas for more general Teaching and Learning strategies to be used by all teachers as part of their lessons. Whole staff training on this now needs to be scheduled into meeting time. Reading lessons changed for 2022-23 to allow more scope for small group support with VL.
Teachers trained in restorative practice. Sub-group created linked to Performance Management to offer whole school training.	IQ group working on restorative practice have presented to whole staff team on staff modelling respect. IQ projects, research and observations will provide next steps for restorative practice. All staff committed to restorative practice, with lead staff for development appointed. 1 member of staff has completed their NPQ linked to restorative practices and will share these across the staff team in 2022-23.
Areas of Learning directed to use department time to focus on curriculum development – ensure this is appropriate for all learners and include applied learning within curriculum planning	External reviews of curriculum from both LA and Red Kite were positive and leaders can explain how the curriculum meets the needs of all learners and how our alternative provision allows us to broaden our curriculum offer. Our alternative provision and its impact on our most vulnerable learners was directly observed by a Red Kite reviewer, and singled out for praise.

Targeted Academic Support

Activity	Impact
JA to support students to remain in GCSE option subjects where previously students may have been disappled from some GCSEs in place of FLZ	<p>In the current Year 11 31% of PP students are entered for 11 GCSEs (35% non PP)</p> <p>81% entered for 9 or more GCSE qualifications (89% non PP)</p>

Create 1:1 and small group catch-up sessions in English and Maths	See separate link for full catch-up review.
Re-design SLT duty structure to introduce reflect and correct time for students	This reflection time allowed us to intervene with students and put a bespoke support plan in place for students who might have previously ended up at risk of exclusion. The total days suspension is reduced from 74 in 2019-2020 to 26 for the last academic year. There were no permanent exclusions.
Offer Nidd Venture 1:1 and small groups interventions to ensure our curriculum meets the needs of all learners	50% Year 8-11 cohort accessing NiddVenture pastoral interventions are PP. Student voice and teacher feedback retained to show impact of this on their engagement with school.

Wider Strategies

Activity	Impact
To arrange Sixth form, college and university visits when possible for PP students	<p>Harrogate Grammar School and St Aidan's have both visited Nidderdale to deliver assemblies and meet with students, firstly in an informal setting and then for a more formal interview.</p> <p>Various work-related visits have been arranged including Women in Construction and Careers in Hospitality and Catering. All Year 11 completed a work experience placement at the end of year 10 with a bespoke plan in place for vulnerable students arranged with LE/JB.</p>
Develop the programme of support in the LSC so staff supervising students are offering bespoke interventions utilising existing and new training.	<p>The majority of staff working in the Learning Support Centre work 1:1 or in small groups with students delivering interventions such as Catch Up Literacy, Trugs, Storytelling Therapy, Guided Reading, Zones of Regulation or offering homework support. Support staff IQ for performance management all linked directly to trialling these interventions. 25% of the students who accessed room 5 interventions have PP funding.</p> <p>The SENDCO reminds staff regularly of the need to work directly with the students when supervising the Learning Support Centre.</p>
To develop NiddVenture offer to create a bespoke curriculum linked to persistent absence /persistently challenging behaviour	50% of the students who accessed a bespoke curriculum with NiddVenture interventions were PP, and the other 50% would be classed as vulnerable learners. 3 of these students had been persistently absent from school in the past and a further 2 have refused to attend lessons and re-engaged with our school community as a result of their engagement with NiddVenture.