

1. Summary information					
School	Blacon High School				
Academic Year	2019 - 2020	Total PP budget	£241,420	Date of most recent PP Review	Sept 2019
Total number of pupils	606	Number of pupils eligible for PP	313 - 52% of all students	Date for next internal review of this strategy	March 2020

Year	PP	Non PP	Grand Total
7	80	67	147
8	66	72	138
9	65	55	120
10	53	59	112
11	49	40	89
Grand Total	313	293	606

Barriers to future attainment

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>
Securing good progress	Attendance and/or punctuality	Engagement with learning	Emotional resilience	Homework completion	Suitable learning environment outside of school.	Levels of literacy

Actions / Development Points	Success criteria	Person	Completion Date	Cost	IMPACT EVALUATION OCTOBER 2020																																																	
<p>1. Accelerated Reader programme for Years 7 and 8.</p> <p>All students in Years 7 and 8 and a target group in Year 9 follow the AR course.</p>	<table border="1" data-bbox="432 177 828 256"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td><td>G</td> </tr> <tr> <td>✓</td><td></td><td>✓</td><td></td><td></td><td></td><td>✓</td> </tr> </table> <p>This scheme has clear and tested impact evidence for the improvement of reading ages amongst students and also for the improvement in attitudes towards reading. From the analysis of results, you can select individuals and groups for targeted intervention. NGRT reading tests will evidence improvement in reading and literacy skills.</p>	A	B	C	D	E	F	G	✓		✓				✓	<p>A designated member of the English staff oversees this and this is also line managed by the Head of English</p>	<p>July 2020</p>	<p>£2,522</p>	<p>The English department began the year by using the Accelerated Reader STAR reading test to assess initial reading ages. This then allows a book to be assigned at an appropriate level. The students then take a mini quiz on the book then can progress to a higher level. Student have also made use of the Book Level Finder which means they can check the reading level of their own books to ensure it is of a suitable level. The department then use the NGRT reading tests to assess reading ages and these are recorded on an internal tracker.</p>																																			
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<p>2. 1:1 and Maths provision and targeted intervention.</p>	<table border="1" data-bbox="432 553 828 633"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td><td>G</td> </tr> <tr> <td>✓</td><td></td><td>✓</td><td></td><td>✓</td><td>✓</td><td></td> </tr> </table> <p>Improving Maths outcomes for those identified students, therefore enabling them to aim higher and reach their targets – and also beyond. Additional staffing to support numeracy</p>	A	B	C	D	E	F	G	✓		✓		✓	✓		<p>Line managed by the Head of Faculty</p>	<p>August 2020</p>	<p>£5,865</p>	<table border="1" data-bbox="1413 553 1964 762"> <thead> <tr> <th>Name</th> <th>Pupil Premium</th> <th>uptal Grade</th> <th>9 - 7%</th> <th>9 - 5%</th> <th>9 - 4%</th> <th>SPI</th> </tr> </thead> <tbody> <tr> <td>GCSE Maths</td> <td>All</td> <td>89</td> <td>6.7</td> <td>52.8</td> <td>75.3</td> <td>-0.28</td> </tr> <tr> <td></td> <td>No</td> <td>40</td> <td>12.5</td> <td>70</td> <td>85</td> <td>-0.05</td> </tr> <tr> <td></td> <td>Yes</td> <td>49</td> <td>2</td> <td>38.8</td> <td>67.3</td> <td>-0.48</td> </tr> <tr> <td></td> <td>GAP</td> <td></td> <td>10.5</td> <td>31.2</td> <td>17.7</td> <td>0.43</td> </tr> </tbody> </table>	Name	Pupil Premium	uptal Grade	9 - 7%	9 - 5%	9 - 4%	SPI	GCSE Maths	All	89	6.7	52.8	75.3	-0.28		No	40	12.5	70	85	-0.05		Yes	49	2	38.8	67.3	-0.48		GAP		10.5	31.2	17.7	0.43
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<p>3. 1:1 English provision and targeted intervention</p>	<table border="1"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> <td>G</td> </tr> <tr> <td>✓</td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </table>	A	B	C	D	E	F	G	✓		✓		✓	✓	✓	<p>Line managed by the Head of Faculty</p>	<p>August 2020</p>	<p>£5,865</p>	<p>GCSE English Lit results are mainly from the Year 10 cohort who were entered for the exam one year early.</p> <table border="1"> <thead> <tr> <th>Name</th> <th>Pupil Premium</th> <th>Total Grade</th> <th>9-7%</th> <th>9-5%</th> <th>9-4%</th> <th>SPI</th> </tr> </thead> <tbody> <tr> <td>GCSE Eng Lang</td> <td>All</td> <td>89</td> <td>19.1</td> <td>59.6</td> <td>80.9</td> <td>0.11</td> </tr> <tr> <td></td> <td>No</td> <td>40</td> <td>22.5</td> <td>70</td> <td>85</td> <td>0.19</td> </tr> <tr> <td></td> <td>Yes</td> <td>49</td> <td>16.3</td> <td>51</td> <td>77.6</td> <td>0.03</td> </tr> <tr> <td></td> <td>GAP</td> <td></td> <td>6.2</td> <td>19</td> <td>7.4</td> <td>0.16</td> </tr> <tr> <td>GCSE Eng Lit</td> <td>All</td> <td>88</td> <td>10.2</td> <td>34.1</td> <td>56.8</td> <td>-0.77</td> </tr> <tr> <td></td> <td>No</td> <td>40</td> <td>10</td> <td>45</td> <td>67.5</td> <td>-0.81</td> </tr> <tr> <td></td> <td>Yes</td> <td>48</td> <td>10.4</td> <td>25</td> <td>47.9</td> <td>-0.74</td> </tr> <tr> <td></td> <td>GAP</td> <td></td> <td>-0.4</td> <td>20</td> <td>19.6</td> <td>-0.07</td> </tr> </tbody> </table>	Name	Pupil Premium	Total Grade	9-7%	9-5%	9-4%	SPI	GCSE Eng Lang	All	89	19.1	59.6	80.9	0.11		No	40	22.5	70	85	0.19		Yes	49	16.3	51	77.6	0.03		GAP		6.2	19	7.4	0.16	GCSE Eng Lit	All	88	10.2	34.1	56.8	-0.77		No	40	10	45	67.5	-0.81		Yes	48	10.4	25	47.9	-0.74		GAP		-0.4	20	19.6	-0.07
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4. 1:1 Science provision and targeted intervention

A	B	C	D	E	F	G
✓		✓		✓	✓	

Improving Science outcomes for those identified students, therefore enabling them to aim higher and reach their targets – and also beyond

Line managed by the Head of Faculty

August 2020

£5,865

Name	Pupil Premium	Total Grade	9 - 7 %	9 - 5 %	9 - 4 %	SPI
GCSE Biology	All	6	66.7	100	100	0.1
	No	4	75	100	100	0.07
	Yes	2	50	100	100	0.18
	GAP		25	0	0	-0.11
GCSE Chemistry	All	6	66.7	100	100	0.06
	No	4	75	100	100	0.19
	Yes	2	50	100	100	-0.21
	GAP		25	0	0	0.4
GCSE Physics	All	6	66.7	100	100	0.22
	No	4	75	100	100	0.19
	Yes	2	50	100	100	0.28
	GAP		25	0	0	-0.09

Name	Pupil Premium	Total Grade	9 - 7 %	9 - 5 %	9 - 4 %	SPI
GCSE Trilogy 99-11	All	160	2.5	43.8	73.1	-0.14
	No	72	0	56.9	80.6	-0.07
	Yes	88	4.5	33	67	-0.19
	GAP		-4.5	23.9	13.6	0.12

Actions	Success criteria	Person	Completion Date	Cost	IMPACT EVALUATION OCTOBER 2020
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<p>5. The Nurture Base and SEN faculty</p> <ul style="list-style-type: none"> The Sanctuary Family Support Worker 	<table border="1" data-bbox="465 97 862 172"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> <td>G</td> </tr> <tr> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </table> <ul style="list-style-type: none"> The Sanctuary allows identified students to feel safe and secure at school where otherwise, in full classes, they may not have engaged or attended school. The students work with the member of staff there on a range of activities from across the curriculum with the aim to secure outcomes and to work on motivation and aspirations amongst these students The Family Support Worker provides counselling and mentoring support to identified students regarding their mental and health well-being. Students will show an improvement in their emotional responses to a variety of situations and this will positively impact their school life. 	A	B	C	D	E	F	G	✓	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Staffed by Teaching Assistants. Line managed by SENCO (Special Educational Needs Co-Ordinator) 	<p>July 2020</p>	<p>£94,920</p>	<p>The Sanctuary is a nurture base which is a bespoke provision that provides students with strategies and interventions and support in a nurturing environment. Once students begin to respond, more core subjects are delivered with a range of differentiation and adaptations. The Sanctuary provision is effective and has had a real positive impact on students socially. Emotionally and academically. Each student is assessed on Boxall Profile, a non-academic assessment which focus' on social, emotional and behavioural difficulties in young people. These assessments then support individual strategies and targets which are the main areas for development and the focus. Sept 2019 – 7 students initially identified for Sanctuary provision. 4:7 transitioned into mainstream 3:7 continued to access Sanctuary due to higher level of need and support. Sept 2020 – 7 Yr7 students access The Sanctuary. 1:7 currently transitioned to mainstream. 3 Yr8 2:3 access some mainstream lessons 1 Yr 9 Access' life skills in mainstream 1 Yr 11 Access' life skills in mainstream Paddy the therapy dog has enhanced our support we have provided within the Sanctuary. Helping to assist a range of students with more complex needs. IDL intervention, maths and literacy interactive programme supporting students with basic English and maths skills. ELSA – MAH, CUG and JOO trained in ELSA training FIJ training -Nurture ABC Lego – exploring different ways to engage pupils into the curriculum. - Our way of working recovery -Attachment training.</p> <p>-Supporting the effects of loss and trauma for children and young people with SEND. -Exploring approaches to supporting SEN children and the current challenges. - Supporting children's mental health, wellbeing and resilience post Covid -Low arousal and learning training -CEOP 'thinkuknow' -Safeguarding TA training (Sanctuary) Attachment University of reading – understanding depression and low mood in young people. Family support – Last year worked with 89 students. These students were identified as vulnerable, were Young Carers or on one of the following: CP/CIN/TAF plan with the local authority or were LAC/CIC. Provided emotional support for them at school and represented the voice of the school at core group meetings while helping to implement agreed strategies where practicable. In role as family support, liaised with parents and support pastoral leaders to</p>
A	B	C	D	E	F	G													
✓	✓	✓	✓	✓	✓	✓													

					<p>help students remove barriers to learning enabling students to concentrate on their learning and get the maximum that they can from there time at BHS. Support continued throughout lock down. Families were contacted on a weekly basis. Emotional and practical support was offered such as delivery of food parcels and taking them to the food bank when appropriate.</p>																																
<p>6. Curriculum workshops during school holidays</p>	<table border="1" data-bbox="465 885 862 960"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> <td>G</td> </tr> <tr> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </table> <p>Extra lessons for students to improve their progress, catch up on any work missed due to attendance issues, engage further with the subject or to refine their skills in a specific area/subject to lead to improved outcomes.</p>	A	B	C	D	E	F	G	✓		✓	✓	✓	✓	✓	<p>All staff</p>	<p>June 2020</p>	<p>£3,442</p>	<p><u>February half term revision sessions 2020</u></p> <table border="1" data-bbox="1534 1040 2038 1241"> <thead> <tr> <th></th> <th>Mon</th> <th>Tues</th> <th>Wed</th> <th>Thurs</th> <th>Fri</th> </tr> </thead> <tbody> <tr> <td>9-12 am</td> <td>Imedia</td> <td></td> <td>Music</td> <td>Art-</td> <td></td> </tr> <tr> <td>12-3pm</td> <td></td> <td><u>Maths</u></td> <td>Music</td> <td>Art-</td> <td></td> </tr> </tbody> </table>		Mon	Tues	Wed	Thurs	Fri	9-12 am	Imedia		Music	Art-		12-3pm		<u>Maths</u>	Music	Art-	
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<p>7. CEIAG for Years 7 -11 (Careers Education, Information, Advice and Guidance)</p>	<table border="1"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> <td>G</td> </tr> <tr> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	A	B	C	D	E	F	G			✓					<ul style="list-style-type: none"> Curriculum staff 	<p>July 2020</p>	<p>£22,586</p>	<p>100% of students in Year 11 received at least one 1:1 Careers and Guidance interview in school</p> <p>Destination Data for 85 of the 89 students in Year 11 was provided to the Local Authority and of this number, 65% of students applied to study and Level 3 course – either in A-Levels at a 6th Form or a Level 3 Vocational Qualification at college.</p> <p>27 places had been secured for the first time this year for a Work Experience programme in Year 10 but this was cancelled due to Covid – 19.</p> <p>14 volunteers from a variety of careers were due to come into school to speak to groups of students about their work, their careers and their journey to their current employment position. This was due to begin after Easter 2020 but was cancelled.</p>																																								
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<p>8. Attendance officer and Attendance Lead.</p>	<table border="1"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> <td>G</td> </tr> <tr> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	A	B	C	D	E	F	G	✓	✓	✓					<ul style="list-style-type: none"> Line managed by the Headteacher 	<p>July 2020</p>	<p>£35,772</p>	<p>September 2019 – March 2020</p> <table border="1"> <thead> <tr> <th></th> <th>NUMBERS IN COHORT</th> <th>CUMULATIVE% 18/19</th> <th>CUMULATIVE% 19/20</th> <th>NATIONAL AVERAGE</th> </tr> </thead> <tbody> <tr> <td>YEAR 7</td> <td>84</td> <td>93.9</td> <td>93.0</td> <td>-</td> </tr> <tr> <td>YEAR 8</td> <td>70</td> <td>93.4</td> <td>93.4</td> <td>-</td> </tr> <tr> <td>YEAR 9</td> <td>66</td> <td>88.9</td> <td>92.2</td> <td>-</td> </tr> <tr> <td>YEAR 10</td> <td>59</td> <td>89.5</td> <td>87.2</td> <td>-</td> </tr> <tr> <td>YEAR 11</td> <td>50</td> <td>88.9</td> <td>87.3</td> <td>-</td> </tr> <tr> <td>TOTAL</td> <td>329</td> <td>91.3</td> <td>91.0</td> <td>-</td> </tr> <tr> <td>TOTAL FOR NON PP</td> <td>291</td> <td>95.0</td> <td>95.6</td> <td>NOT PUBLISHED</td> </tr> </tbody> </table>		NUMBERS IN COHORT	CUMULATIVE% 18/19	CUMULATIVE% 19/20	NATIONAL AVERAGE	YEAR 7	84	93.9	93.0	-	YEAR 8	70	93.4	93.4	-	YEAR 9	66	88.9	92.2	-	YEAR 10	59	89.5	87.2	-	YEAR 11	50	88.9	87.3	-	TOTAL	329	91.3	91.0	-	TOTAL FOR NON PP	291	95.0	95.6	NOT PUBLISHED
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<p>9. Dedicated SLT post to Teaching and Learning and CPD</p>	<table border="1"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> <td>G</td> </tr> <tr> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> </table>	A	B	C	D	E	F	G	✓	✓	✓	✓	✓	✓		<ul style="list-style-type: none"> All staff. Line managed by SLT (Senior Leadership Team) 	<p>July 2020</p>	<p>£14,594</p>	<p>A full rota of CPD sessions were planned and in the calendar. These took place once every half term. Focii included: a variety of practical strategies to enhance engagement and support progress with all students, training in range of IT programmes to use our IT creatively to appeal to all learning styles and abilities and Trauma Informed Approaches.</p>																																								
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10. Peripatetic music lessons	A	B	C	D	E	F	G	<ul style="list-style-type: none"> Line managed by SLT 	July 2020	£6,915	Brass – 30 students Piano – 11 students Drums – 14 students Woodwind – 26 students Guitar – 33 students
			✓								

Actions	Success criteria							Person	Completion Date	Cost	IMPACT EVALUATION OCTOBER 2020
11. School minibus	A	B	C	D	E	F	G	<ul style="list-style-type: none"> Line managed by the Headteacher 	July 2020	£3,000	<ul style="list-style-type: none"> 23 students have accessed the minibus this year, 20 of whom are pupil premium. Out of these 23 students, 13 have improved their attendance since using the bus (56.5%). 55% of those students who are classed as pupil premium have improved their attendance (11 students). Out of the those students who improved their attendance the average improvement was is 4.8% The average impact of the minibus is an increase of 1.3% in attendance.
	✓	✓	✓								

<p>12. Middle leader post to monitor and evaluate homework across the curriculum</p>	<table border="1"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td><td>G</td> </tr> <tr> <td>✓</td><td></td><td>✓</td><td></td><td>✓</td><td></td><td></td> </tr> </table> <p>Students will be more successful with their completion of homework due to the close monitoring of this across all departments.</p>	A	B	C	D	E	F	G	✓		✓		✓			<ul style="list-style-type: none"> Line managed by SLT 	<p>July 2020</p>	<p>£4,574</p>	<p>A variety of strategies were trialled and, as a result, all homework is now set remotely. This has encouraged a far greater completion rate and ease of monitoring.</p>
A	B	C	D	E	F	G													
✓		✓		✓															
<p>13. Rewards</p> <ul style="list-style-type: none"> Full range of reward activities stretching across whole school Prom tickets paid for attending session 6. Reward trips each term by PL 	<table border="1"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td><td>G</td> </tr> <tr> <td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td> </tr> </table> <p>All students getting opportunity for reward trip linked to progress, A2L or attendance Students gaining experiences they otherwise wouldn't reach out of school</p>	A	B	C	D	E	F	G	✓	✓	✓					<ul style="list-style-type: none"> Pastoral team. Line managed by Pastoral Lead 	<p>July 2020</p>	<p>£10,000</p>	<p>£5,000 in total on rewards last year, the rest was put on hold with Covid – 19.</p>
A	B	C	D	E	F	G													
✓	✓	✓																	
<p>14. Financial support</p> <ul style="list-style-type: none"> Uniform Enrichment activities Prom 	<table border="1"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td><td>G</td> </tr> <tr> <td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table> <p>This allows to students to engage fully with all aspects of school life and not to experience any barriers to their learning due to financial situations.</p>	A	B	C	D	E	F	G	✓							<ul style="list-style-type: none"> Line managed by the Headteacher 	<p>July 2020</p>	<p>£10,000</p>	<p>£25,000</p> <ul style="list-style-type: none"> £4,000 on uniform Support families through Covid with food £15,000. We also spent £5,000 on supporting school trips for the first part of the year when they took place.
A	B	C	D	E	F	G													
✓																			

Actions	Success criteria	Person	Completion Date	Cost	IMPACT EVALUATION OCTOBER 2020														
15. Curriculum enrichment activities	<table border="1" data-bbox="465 655 862 730"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> <th>G</th> </tr> </thead> <tbody> <tr> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> </tbody> </table> <p data-bbox="465 762 862 1318">Enrichment activities benefit students in a variety of ways depending on the activity. They allow students to experience life after school if it is a college or uni activity, they allow students to gain an insight into HE/FE, they can allow students to further engage with subjects and understand their relevance in the workplace if the enrichment is subject specific, they can allow students to make informed decisions about what career path they want to follow and they can also allow students to enjoy and appreciate and new life experience to engage them and possibly even open up a whole new area of study which they had previously not thought of. They also improve a student's Cultural Capital.</p>	A	B	C	D	E	F	G	✓	✓	✓		✓			<ul data-bbox="943 655 1178 715" style="list-style-type: none"> All staff. Line managed by HOFs. 	July 2020	£5,500	Please see attached document of all activities from September 2019 – March 2020 and the Covid - 19 school closure/lockdown. Culture Capital LoTC overview Spring 2020
A	B	C	D	E	F	G													
✓	✓	✓		✓															

16. Enrichment week, Summer Term 2020	A	B	C	D	E	F	G	All staff. Line managed by SLT	July 2020	£10,000	THR had met with a group of staff to create a LoTC Focus Group. Work and planning was underway for enrichment activities for July 2020 for year groups 7 – 10. This didn't go ahead due to Covid – 19 closures.
			✓	✓							
The school will produce an Enrichment Booklet which will include activities from all staff in the school and from which students can choose the activities they would like to take part in. These activities will range from residential trips to events in school.											