**Shenfield High School**

**Headteacher’s Report**

**to the Governing Body**

**December 2021**

**Numbers currently on roll: 1558**

|  |  |  |  |
| --- | --- | --- | --- |
| Numbers on Roll | | | |
| Y7 | 245 | Y11 | 206 |
| Y8 | 245 | Y12 | 214 |
| Y9 | 238 | Y13 | 168 |
| Y10 | 237 | **TOTAL** | **1553** |

**Staffing**

|  |  |  |  |
| --- | --- | --- | --- |
| **Leavers – December 2019** | **Post** | **Reason** | **Replaced by:** |
| Alison Belgrove | Science technician | retirement | tbc |
| Chantelle Dyson | Maths teacher (KS3 coordinator;) Head of Year | Leaving teaching | Georgina Wilde – already employed as a transition teacher. Laura Amery, KS3 Maths Coordinator will join us at Easter. |
| Nebian Gashi | Science teacher | Becoming a supply teacher |  |
| Chloe Hussain | English teacher | Relocating to Bristol |  |
| Jacqui Johnson | Higher Level Teaching Assistant | retirement |  |
| Suzanne Lilley | Teaching Assistant | Secured another role |  |
| Richard Weston | Maths teacher | Secured a promotion | Nidhi Taneja |
| Michelle Mason – maternity leave | Data Manager | Maternity leave | Karen Holland – this is a permanent addition to the Data Team as we expand its remit. |
|  |  |  |  |

**Equality Objectives, progress with school priorities and ‘post-Covid’ challenges.**

The first term post the Covid disruptions experienced in the last academic year has presented a number of further challenges. Although the school has been entirely open, Covid cases amongst both students and staff have created on-going challenges to the day-to-day running of the school, as well as a now very recognisable aftermath to last year’s disruption, visible in attitude to learning, learning gaps and attendance. This term has felt largely reactive as challenges have continued to present themselves. At the same time, though, we are getting to grips with the actions we must take to ensure that our school runs efficiently and effectively and that the norms of our community are observed. We continue to work on all aspects of our school improvement headlines, with the appendices to this report providing current analyses.

**Appendix 1** is a draft of our Equality Objectives. It remains a draft at present as it is very difficult to provide data-driven targets at the moment as there is no available and up to date national data. Equality Objectives should be published every four years, and we should be publishing our new Equality Objectives on our website this term. I would recommend that our new objectives are linked to the school’s current work via our strategic headlines, specifically to the objectives outlined in our Three-Year Pupil Premium Strategy document (Appendix 2), our Reading Strategy (appendix 3) and our Attendance Strategy (Appendix 4.) We should publish an agreed draft this term, committing to review and update what we have published as more information becomes available. The Governors’ Monitoring visit due to take place on 9th December will add additional insights to our equalities work. I would ask for governors’ agreement to publish the new Equality Objectives, with this caveat, at the FGB meeting on 7th December.

**Appendix 2** is our updated Pupil Premium Strategy with further data added since it was seen at the Standards and Performance Committee earlier this term. This needs to be published by 31st December. Further maths data will be added prior to publication.

**Appendix 3** is our current information on Thinking Reading. You will note the disruption to the programme during the period affected by lockdown and, on occasions, year groups being sent home. On-line engagement presented a variety of challenges and there has been ‘reading decay’ during that period requiring us to re-teach in order to ensure that students make appropriate gains in reading ability.

The forensic screening programme is time consuming but does ensure that this intervention is appropriately targeted. Consistency of application with the school remaining open will ensure that students make the progress we are expecting. We are currently at the second stage of the screening process for this year’s Y7 and Y10. This is currently indicating that 7% of the Y7 cohort and 13% of the Y10 cohort is 2+years behind in their chronological reading age. There is a third stage of screening to take place, which is conducted one-to-one and there is an expectation that it will settle between 4-6% of each cohort.

As you will see from the section of this report on staffing, we also have two members of staff leaving us at Christmas who were trained in Thinking Reading. We will invest in further training for new staff to ensure that we can deliver at the same rate.

**Appendix 4** records current data and interventions on Attendance. Attendance is under new management (Jamie Rigg, Assistant Headteacher and Victoria Newton, newly appointed Attendance Officer.) Attendance is being affected due to both Covid-related absence, and also attitude to attendance among some students and families. The Attendance Report in Appendix 4, prepared by Jamie Rigg, indicates the scope of the challenge and the actions that are being taken.

The school has been increasingly affected by staff absence due to Covid and other illnesses, throughout this term. It is very difficult to get supply staff at present, and our own staff are being asked to cover lessons more than usual. In addition, students who are absent for Covid-related reasons have to be provided with work. We have contingency plans in place should we need to send year groups home, or if there is a national lockdown. There have recently been directives to schools telling us to ensure that we have sufficient exam-conditions assessments completed for Y11 and Y13 in case there is the need for teacher-assessed grades again. We have this in place. In addition, late afternoon on Friday 26th November, schools were informed that we are being asked to conduct Covid-testing on the school site in January following the period of mixing that the Christmas holiday will bring. We are required to order sufficient LFTs by Tuesday 30th November and we will be making the appropriate operational arrangements to ensure that the testing can be conducted efficiently. It should be noted, however, that this is a further burden for schools and another distraction from the business of learning that should be our primary focus.

On Sunday 28th November, the DfE issued further guidance to schools following the Prime Minister’s announcement on Saturday 27th about temporary measures being put in place because of the new COVID-19 variant, Omicron. Communications went to parents on Sunday 28th asking students to wear face masks in communal areas. There were a number of parental enquiries on Monday 29th requesting authorised absence based on Covid-related concerns. The challenges for Shenfield High School, and all schools, are continuing.

**Appendix 5** is a short Safeguarding Report prepared for governors by DJ Barron, our Designated Safeguarding Lead. Like Attendance, safeguarding is under new leadership this year. You have already received training earlier this term from DJ. A new Safeguarding Officer, Nigel Bolitho, works alongside DJ and we also have two further DSLs who also support our work in this area.

As you will see from DJ’s report in Appendix 5, there is a growing concern and focus on mental health issues, exacerbated by there being less capacity in outside support agencies.

Published newsletters can be viewed via the link:

<http://www.shenfield.essex.sch.uk/newsletters/overview.aspx>

Please follow us on twitter [Shenfield High Sch](https://twitter.com/ShenfieldHigh)@ShenfieldHigh

**Dates for your diary:**

9th December Governors Monitoring Visit

14th and 15 th December Christmas Concerts- Governors warmly invited. Please let Karen know which performance you would like to attend so your seat can be reserved.

20th January Governors Standards and Performance

January 2020 Governors’ Strategic Meeting

31ststJanuary –

2nd February Shrek – whole school musical. Governors warmly invited. Please let Karen know which performance you would like to attend so your seat can be reserved.

11th February Resources

5th March Options Evening

15th March Governors in-house training

24th March FGB

**Carole Herman**

**December 2021**

**Appendix 1**

**Equality Objectives 2021 (draft)**

Shenfield High School seeks to promote equality and we celebrate the diversity within our community.  We welcome the public sector equality duty as set out in the Equality Act (2010).

**What is the duty?**

We must:

* Eliminate discrimination, harassment and victimisation
* Advance equality of opportunity between different groups
* Foster good relations between different groups

**What are the protected characteristics?**

The Equality Act 2010 was introduced to ensure protection on the grounds of specific characteristics (referred to as **protected characteristics).**For schools, this means that it is unlawful to discriminate against students or treat them less favourably because of their sex; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

Marriage and civil partnerships and age are also 'protected characteristics'.  These apply to staff but not students in schools.

**Equal opportunities: Community Cohesion Policy**

Our Equal Opportunities: Community Cohesion Policy contains information about how our school complies with the Public Sector Equality Duty and promotes equal opportunities in all aspects of school life. This policy was ratified by the Governing Body in 2020.

**Our Equality Objectives 2021-22**

Our Equality Objectives reflect the school's priorities and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

Our Equality Objectives for 2021-22, agreed by governors on 7th December 2021, are below, preceded by our mission statement with regard to tolerance and respect:

***Tolerance and Respect at Shenfield High School***

*At Shenfield high school, we are committed to learning for life. Since our founding in 1962, we have worked hard to create a positive learning environment for an ever changing world in. An environment in which students and adults are welcome and supported, where their faces, voices and experiences are reflected and valued.*

*As a school we believe that every student should be able to learn, live, develop and thrive regardless of age, ability, socio-economic background, ethnicity, culture, religion, race, sexual orientation or gender identity. Students should be prepared for the next steps in life; active members of their community and good citizens of the world.*

*A diverse school community alone is not enough.  All members of our community deserve to be treated with tolerance and respect. Equally, all members of our community play a role in upholding these values.*

*To achieve this, honest reflections and conversations need to continue about practices and polices enacted locally, nationally and globally and the impact they have had in the past and present. We must acknowledge the past so we can learn from it and move forward together. Only then can we dismantle barriers and prejudices that still abound in our society today.*

**Equality Objectives:**

1. **ensure that all students can read to at least their chronological age**
2. **students identified as having low numeracy skills on entry to secondary school make progress and have increased engagement in maths**
3. **to minimise the gap between the outcomes of PP and non-PP student in English and maths at GCSE.**
4. **PP students’ attendance is at least in line with their non-disadvantaged peers.**

*These objectives are linked to the pupil Premium Strategy Statement 2021-24 Strategy Statement. Measurable targets will be produced particulalrly for objective 2 and 3, as data becomes available.*

1. **Dismantle barriers and prejudices through honest conversations, reflection and changes in policy and practice, as necessary.**

*(This objective is linked to the work of the Tolerance and Respect Working Party and will include the school’s response to surveys published to students, parents and staff in November 2021. This in turn will produce specific targets.)*

This document links to the following policies:

• Accessibility plan

• SEN Information Report

• Pupil Premium objectives and annual analysis.

• Peer on peer Abuse (Anti bullying) Policy

• SMSC Policy

• Equality and diversity in Employment Policy

Equality Objectives will be reviewed at least every 4 years.

# Appendix 2

# **Pupil Premium Strategy Statement**

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| School name | Shenfield High School |
| Number of pupils in school | 1174 + 386 in 6th form |
| Proportion (%) of pupil premium eligible pupils | 16.5% in Year 7 to 11 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 to 2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | C. Herman, Headteacher |
| Pupil premium lead | J.Martin, Deputy Headteacher |
| Governor / Trustee lead | D. Churchill |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £148,980 |
| Recovery premium funding allocation this academic year | £22,620 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £17,269 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £188,869 |

# Part A: Pupil premium strategy plan

## 

## Statement of intent

|  |
| --- |
| Objectives;   1. High levels of progress in literacy for students requiring support. 2. The gap between PP and Non-PP outcomes in English and Maths at GCSE is narrowed. 3. Students identified as having low numeracy skills make progress and have improved engagement in Maths 4. PP students’ attendance is in line or better than their non-disadvantaged peers.   All members of staff and the governing body accept responsibility for ‘socially disadvantaged’ students and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment, as we do for all students. Our objective is that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.  Our strategy is based upon the fact that the vast amount of students’ progress comes from quality first teaching and therefore the curriculum, lessons and assessments are devised and delivered to support students’ learning and progress. While the school respects individual teaching style, behavioural expectations are the same across the school. All teaching staff are expected to use the principle that the curriculum is the model of progress. Thus, all departments have determined the sequencing of the curriculum, which is published. Work continues on ensuring that, beyond topic identification, the sequencing of the curriculum takes into account the necessity to build knowledge and understanding, and that key concepts are returned to and enhanced. Retrieval practice is a key part of learning across the school.  We are developing a culture of early intervention for addressing student need, using an evidence informed, tiered model of teaching and learning, academic intervention and wider approaches. A key driver to this is ensuring students have the literacy skills necessary to access the curriculum hence the implementation of Thinking Reading, Future Writers, Accelerated Reader and Bedrock vocabulary.  We have a programme of Catch Up Numeracy to support students who have been identified as requiring additional support in order to access their current scheme of learning.  Staff, teachers, parents, carers and students understand the causal link between attendance and achievement. |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Some students’ low literacy levels making access to the curriculum challenging.   |  |  | | --- | --- | | **Year Group** | **% with RA -2**  **according to STAR Test** | | 7 | 21.2% | | 8 | 31.9% | | 9 | 32.6% | | 10 | 40.7% |   *\*students are tested further with the NGRT2 to ensure that young people are forensically targeted. A 3rd standardised assessment is completed (Probe Test) that links reading ages to the thinking reading programme.*  No More Marking (Secondary Schools Writing project)  2020 - 2021 (current Year 8) – All schools writing Age 9y7m our school 9y4m  PP 8y3m, Non-PP 9y7m National PP 9y0M  2021 – 2022 (current Year 7) – All schools writing Age 11y4m our school 11y2m  PP 10y7m, Non-PP 11y4m National PP 10y0m |
| 2 | Some students’ low numeracy skills affecting access to and engagement in Maths  **Detail our assessment of this** |
| 3 | The gap between PP and Non-disadvantaged outcomes in English and Maths GCSE  2019 PP 38% Grade 4 English and Maths, Non PP 69% National 65%  PP 23% Grade 5 English and maths, Non PP 40% National 43% |
| 4 | PP attendance and levels of persistent absence  2018-19 Ever6 FSM Absence 10.7% National 8.2%, PA 37.6% National 24.7%  (Gov.UK Analyse School Performance) |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

|  |  |
| --- | --- |
| Intended outcome | Success criteria |
| All students can read and write to their chronological age or better. | Thinking Reading Programme will show progress or reading ages of PP students in line with non-disadvantaged peers.  Pupils will have the skills to tackle challenging texts suitable for their chronological age and end of key stage assessments, enabling them to make progress across both Key Stage 3 and 4  Future Writers will show enhanced writing skills and students will be able to extend their writing so that it is well structured and appropriate and ensure precise grammar is used reducing errors.  Accelerated Reader will encourage reading and assess comprehension |
| Improved outcomes for PP students in English and Maths at GCSE | The gap between PP and Non-PP students is narrowed in terms of their GCSE English and Maths outcomes. |
| Students identified as having low numeracy skills make progress and have improved engagement in Maths | Maths assessments show progression and student voice and engagement observed in lessons shows an improved engagement in Maths. |
| Improved attendance | PP students attendance is in line or better than National. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD for staff with regards to language skills of pupils | Following CPD by Essex Disadvantage Champion training and our own school focus on students’ language we plan to deliver CPD to staff on this identified need. [How to improve the oral language skills of disadvantaged pupils (schoolsweek.co.uk)](https://schoolsweek.co.uk/improving-the-oral-language-skills-of-disadvantaged-pupils/) | 1, 3 |
| Transition and Numeracy intervention teacher | We have employed a transition and numeracy intervention teacher to work one to one and with small groups, as we have identified this need in our Year 7, 8 and 9 cohorts, through referral, observation, assessments and standardised testing.  “On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.”  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/>  According to <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/>  “The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.” | 2 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ *[insert amount]*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Thinking Reading | Thinking Reading is phonics-based, and uses Direct Instruction and Precision Teaching methods to ensure rapid learning to fluency, leading to maintenance of gains. Each student’s programme includes reading, spelling, comprehension and extended writing. Students continue on the programme until their reading age matches their chronological age. This will ensure students can access the curriculum. <https://www.thinkingreading.com/>  According to <https://www.theschoolpsychologyservice.com/what-works/thinkingreading/>  “The results showed a remarkable gain in reading accuracy.” | 1, 3 |
| Year 10 and 11 Maths and English Form time intervention | Students have been identified through Year 10 Pre-Mock assessments and Year 9 assessments. Year 10 intervention is focused on English Language and the key skills required to access the exam paper. Year 11 is using Bedrock vocabulary – which is a vocabulary improvement training programme used because students were struggling to communicate their ideas in an academic way.  Maths is focused on helping students to access and engage with PREP to improve their attitude to learning and independent study skills.  These are being delivered in a small group, 20min session for half a term.  According to  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/>  “The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.” | 3 |
| English one to one tutoring | Experienced, specifically trained tutor employed to deliver one to one English sessions to identified students.  “On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.”  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/> | 3 |
| Club 100 – Year 7 English | Students identified through ‘No More Marking.’ Identified weakest writers are given direct instruction lessons to help them be secondary-ready. Small group tuition format.  According to  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/>  “The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.” | 1, 3 |
| Future Writers – Year 8 | Students are identified in the second round of the Secondary Writers project. Weakest 10% follow a direct instruction programme- “Expressive Writing” The research that has informed this programme is The Writing Revolution by Judith Hochman and Natalie Wexler and The Research Ed guide to Explicit and Direct /Instruction edited by Adam Boxer  This is being undertaken in small groups as <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/>  “The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.” | 1, 3 |
| Bedrock Vocabulary | The use of this programme is based on the Alex Quigley Vocabulary gap and writing gap and the identified issue of students use of tier two words, preventing students from getting grades 7 to 9 because they were unable to communicate their ideas clearly enough. Vocabulary gap is larger generally with PP students.  According to <https://bedrocklearning.org/uk-schools/?gclid=EAIaIQobChMIqP_96Jfn8QIVU_hRCh2Wyg8mEAMYAiAAEgIGhfD_BwE>  “A student’s ability to understand a text largely depends on their ability to understand the language used. Research suggests that as a student progresses through school, they need to be adding at least 3,000 words to their vocabulary per year if they are to keep up with challenging texts across the curriculum.” | 1, 3 |
| Mentoring and PP Passports | According to <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring/> “Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.” | 3 |
| KS3 Numeracy Support | Numeracy intervention teacher and learning tutors are delivering the Catch up Numeracy programme. “Catch Up® Numeracy is a structured one-to-one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners.”  “Catch Up® Numeracy involves 15-minute individual sessions delivered twice a week. It is grounded in academic research and addresses 10 key components of numeracy” [Catch Up Numeracy - Catch Up](https://www.catchup.org/interventions/numeracy.php)  “Learners in Years 7 - 10 who received Catch Up® Numeracy support for an average period of 5 months achieved average Number/Maths Age gains of 15 months (a mean ratio gain of 3.0).” [Catch Up Numeracy - Catch Up](https://www.catchup.org/interventions/numeracy.php) | 2 |
| Accelerated Reader | The star tests in this programme identify students’ reading ages. This informs the first level of identification for the Thinking Reading programme and enables the English Department to choose the right texts for students so that they are appropriate to reading age. The quizzes measure student comprehension and frequency of reading.  According to <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/>  “The study found that Year 7 pupils who were offered Accelerated Reader made 3 months’ additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months’ additional progress.” | 1, 4 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ *[insert amount]*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Selected enrichment opportunities for disadvantaged students | According to [Arts participation | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation)  “There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.” | 4, 2 |
| Extra Curricular opportunities | According to [Physical activity | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity)  “The average impact of the engaging in physical activity interventions and approaches is about an additional one month’s progress over the course of a year.” | 4, 2 |
| Overcoming barriers to attendance and encouraging attendance to school | Bespoke student interventions based on student need to encourage student attendance and overcome barriers that may prevent them attending school. | 4 |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

|  |
| --- |
| The last 2 years of academic disruption due to the Covid pandemic and the extraordinary circumstance makes it difficult to assess student outcomes and therefore our assessment and review of the PP strategy is largely focused upon provision.  Objective 1: To identify how our whole school Improvement Plan will positively impact on disadvantaged students  Objective 2: to mitigate barriers to learning experienced by our disadvantaged students  Objective 3: to support disadvantaged students who experience low mental health that negatively impacts on their learning.  Objective 4: to mitigate difficulties caused by lockdown and returning to school.  To aid students not having issues connecting to remote learning PP students were provided with lap tops and dongles to access their online learning and the Go4schools for any work set.  All students were called by a member of staff (Tutor, PM, DSL). If identified as vulnerable or had well-being issues they were called more regularly. Vulnerable students were also invited into school to aid their access to learning if it was required.  All students were given the opportunity to participate in the newly formed student leadership team. This is being further developed and embedded this year.  Thinking Reading resumed when it could amongst lockdowns and has shown to help students to make progress towards being able to read to their chronological age. This work will continue each academic year where there is an identified need.  Our participation in the No More Marking project has highlighted students requiring additional support with writing. “Future Writers” is a project that is being implemented this year and next to help student develop their extended writing skills.  Support has been given to students where need has been identified or requests made in order that students have fair and equal access to school provision.  Identified students have accessed one to one English tutoring and mentoring to mitigate barriers to learning.  Any identified student requiring mental health support were addressed, assessed and given appropriate support. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

|  |  |
| --- | --- |
| Programme | Provider |
| Thinking Reading | [Thinking Reading](https://www.thinkingreading.com/) |
| Accelerated Reader | [Accelerated Reader - Overview | Renaissance](https://www.renaissance.com/products/accelerated-reader/) |
| Bedrock Vocabulary | [The Online Vocabulary Curriculum For Schools | Bedrock Learning](https://bedrocklearning.org/) |
| Catch Up Numeracy | [Catch Up Numeracy - Catch Up](https://www.catchup.org/interventions/numeracy.php) |

**Appendix 3**

**Thinking Reading – Report for Governors**

Thinking Reading is an intervention for young people who have above a two-year difference between their reading age (RA) and their chronological age (CA).

**Identification**

Students are initially identified through a year group screen – this is using the STAR Test. Students who have a 2 year plus RA and CA are then tested again using NGRT2. This is a second check to ensure that young people are forensically targeted.

At this point, a third standardised assessment is completed (PROBE Test) that links reading ages to the Thinking Reading Programme. This then allows precise identification around the level that Thinking Reading begins.

**Teaching Sessions**

Once the students have been identified using the three tests above, a range of diagnostic assessments is completed so that gaps in literacy knowledge are identified – this is then taught in Section A of the lesson. The comprehension and reading for meaning is then completed in Section B of the lesson using a wide range of provided texts.

**2020/2021 Data and Identification**

There were 10 students in Year 7 and 4 in Year 10. This was based on Year 10 being a smaller year group (206) as well as having a different literacy profile to the lower school and on-going clientele.

There were 22 students in Year 7 that were identified as having a 2 year or more deficit between CA and RA by the NGRT Test. This then led to 15 PROBE tests to meet compatibility for Thinking Reading. This was due to the fact that 7 tests were on the cusp. Of these, ten went onto the programme based on the PROBE Testing. This meant that 4% of the cohort were placed on the programme.

There were 10 students in Year 10 that were identified as having a 2 year or more deficit between CA an RA by the NGRT Test. All of these were PROBE tested and four went onto the Thinking Reading Programme. This meant that 2% of the cohort were placed on the programme.

Thinking Reading suggests that there should be around 10 – 15 students on the programme per year group – this would be approximately 4-6% of the cohort.

*Average:*

This information is from Oct 2020 – Nov 2021. However, around 16 weeks have been lost to Covid – then there were further disruptions based on individual and year group isolations. Taking out Covid, this has been achieved in an average of 23 teaching weeks. There was also a drop off on return and texts at certain levels needed to be retaught as there had been decay in reading levels and comprehension where students had not read due to the lockdown.

Based on current performance, we are seeing the following averages in student reading age progress:

|  |  |  |
| --- | --- | --- |
|  | **Reading Age Gain per Session** | **Reading Age Gain in Years** |
| Year 7 | 3.6 months | 1.7 |
| Year 10 | 5.5 months | 2.6 |
| Overall | 4.1 months | 2 |

There have been two students who have graduated from Thinking Reading with the following data:

|  |  |
| --- | --- |
|  | **Reading Age Gain in Years** |
| Year 7 | 4 |
| Year 10 | 4 |
| Overall | 4 |

*Note: this data is based on eight students in Year 7. There have been two students taken out who are receiving literacy support, but their very low reading age scores mean that they were below the standard needed for the programme. These will be included as we move forward*.

*Individual Results*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Standard Screen 1 (eg NGRT) Test Date** | **Age at Standard Screen 1 Test** | **RA from Standard Screen 1** | **Test Difference (CA-RA)** | **Standard Score (SAS)** | **National %le rank** | **Further Screening required? (Below 36%)** | **PROBE 2 Test Date** | **Age at PROBE 2 Test Date** | **PROBE 2 RA** | **PROBE 2 Difference CA - RA** | **Reading within 2 years of CA?** | **Comprehension 70%+?** | **Start Date** | | **Finish Date** | **Test date** | **Latest Reading Level** | **Difference CA-Reading Level** | **Reading within 2 years of CA?** | **Comprehension 70+%?** | **Number of lessons** | **Progress per lesson (months)** | **Progress (in Years)** | **Test date** | **Exit PROBE Test RA** | **Exit PROBE Difference CA-RA** | **Reading within 2 years of CA?** | **Comprehension 70+%?** | **Number of lessons** | **Progress per lesson (Months)** | **Progress (in Years)** |
| 7 | 11/06/2020 | 10.9 | 8.02 | -2.9 | 81 | 12 | Y | 03/12/2020 | 11.3 | 8 | -3.4 | N |  |  |  | | 27-May | 7.5 | -4.3 | N | y | 5 | -1.2 | -0.5 | 10/11/2021 | 12 | -0.3 | Y |  |  |  | 4 |
| 10 | 11/11/2020 | 15.2 |  |  |  |  |  | 26/03/2021 | 15.6 | 11 | -4.5 | N |  | 29/04/2021 |  | | 07/10/021 | 16 | -0.1 | Y | y | 5 | 12 | 5 | 11/10/2021 | 15 | -1.1 | Y |  |  |  | 4 |

The two students who have graduated are shown above. The gains per session are based on the NGRT Test as this moves forward into the individual session. As this is live data, you will see that -1.2 and -0.5 – this is due to the students making progress above their chronological age.

Currently, only two of the young people from last year have graduated from Thinking Reading as having a CA and an RA that are comparable.

There are numerous reasons for this:

* During the lockdown, the online programme took a long time to come from TR and then time to implement in school. This meant that there was learning time lost;
* During the online learning, there were a range of difficulties with technology that were faced. Some families were unable to use the technology, some students forgot a great number of sessions and were logging into the online lessons and some students refused to engage;
* There has been missed attendance due to Covid isolations for individuals and groups. This has also had an impact on the amount of time that the intervention has taken;
* On return, there was decay in reading ability due to not reading over the lockdown. This meant that in some cases, we needed to refresh where we were and do some researching of lessons.

*Case Studies*

Year 7

The student in Year 7 began with a 3.4 year gap, making 4 years progress over the course of the intervention. E was very engaged with the programme and would always attend the sessions. Although reluctant to take part (due to her not wanting to be different to others), once she started to see that she was making progress, she engaged well.

She began to read at home and the tutor would signpost texts that she might enjoy and want to read. She began – and still is – reading every night and has finished some of the Harry Potter series.

Year 10

This student engaged well and developed an excellent relationship with her tutor.

What became clear when the programme came to a close, was that there were still some issues with comprehension and some processing abilities. She is currently completing a comprehension intervention to remedy this.

*Lowest Achiever*

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| **Year** | | |  |  |  |  | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Latest Reading Level** | **Difference CA-Reading Level** | **Reading within 2 years of CA?** | **Comprehension 70+%?** | **Number of lessons** | **Progress per lesson (months)** | **Progress (in Years)** | | | |  |  |  |  |  |
| 10 | | |  |  |  |  | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | 9 | -7.3 | N | y | 9 | 0.667 | 0.5 | | | |  |  |  |  |  |
|  |  |  |  |  | | |  |  |  |  |  |

This student did engage before the lockdown, but did not during. She wanted to be in the lessons rather than an intervention as she felt that this was the better place for her to be at that point. Even through there were a number of conversations with the parent and the student, there was little engagement impact.

Once we returned, there had to be some over-teaching and repetition of some texts due to a lack of reading over the lockdown. The student is now beginning to engage following a change of time, but this is affecting the overall performance.

*Soft Data Outcomes*

There have been a range of soft data outcomes that have been reported both by the tutors leading the Thinking Reading sessions and teaching staff:

* Students have reported that they have bought books for the first time – even using their own money and asking for books from parents;
* Students have reported that they have read a book in its entirety for the first time and have been able to tell staff what the book was about;
* Teaching staff have reported higher engagement with subject content and understanding. Report of a student in music being able to read a note on a piece of music, process this and then find the note on the keyboard. This is a massive step change for this student and their reading fluency and application;
* Teaching staff have reported that students are more engaged in lessons, asking questions and volunteering to read texts.

2021/2022

We are currently beginning the second round of testing for Year 7 and Year 10. We are expecting larger numbers requiring the intervention this year than the previous year. This is based on the number of students who have tested with a difference of 2 year or more between CA and RA based on the STAR test.

There is also a higher percentage of students in Year 7 on the SEND List which will also have an impact on numbers – especially when there is a high incidence of literacy difficulties.

2022/2023

This will be the first year where we will only be testing and running the intervention with Year 7. This will be the end of the three-year plan to ensure that the entire school has had access to the intervention. Tony Taylor November 2021

**Appendix 4**

**Attendance Update – November 2021**

**Attendance Agenda**

**Attendance under new management within school, overseen by JRI and operating through a new Attendance officer, Victoria Newton.**

Autumn One proved a challenging ‘induction period’ for new staff given the continued impact of COVID-19. As a result of the pandemic, we continue to observe:

* Around 1% of the school’s students absent through PCR positive testing (X Code) on daily basis
* Increased level of associated absence, indicated through increased absence percentages
* Lower parent thresholds for withholding students from school for minor illness.
* Challenging levels of punctuality, requiring the re-establishing of school norms
* Extreme cases of school refusal or near refusal following full school return

**Comparative data**

Under new leadership, the Attendance Team has worked hard to establish a consistent means for producing comparative data, allowing comparison at sample points each year. A commitment has been made to ensuring focused judgments against national and county trends.

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|  | **Autumn 2019-20** | | | **Autumn 2020-21** | | | **Autumn 1 2021-22** |
| **ATTEDANCE DATA** | **Shenfield** | **Essex** | **National** | **Shenfield** | **Essex** | **National** | **Shenfield** |
| **Overall Yr7 - 11** | 94.3% | 94.8% | 94.4% | 93.9% | 94.3% | 93.7% | 93.9% |
| **Yr7** | 96.0% |  | 95.8% | 94.7% |  | 96.0% | 95.6% |
| **Yr8** | 94.2% |  | 94.6% | 95.4% |  | 94.5% | 93.9% |
| **Yr9** | 94.8% |  | 94.1% | 91.5% |  | 93.9% | 93.6% |
| **Yr10** | 93.9% |  | 93.6% | 94.1% |  | 93.5% | 93.1% |
| **Yr11** | 92.5% |  | 93.7% | 94.0% |  | 93.3% | 93.0% |
| **Absence** | 5.7% | 5.2% | 5.6% | 6.1% | 5.7% | 5.7% | 6.1% |
| Authorised | 2.8% | 3.7% | 4.0% | 4.5% | 3.8% | 3.9% | 4.6% |
| Unauthorised | 1.2% | 1.5% | 1.6% | 1.4% | 1.9% | 1.8% | 1.5% |
| **Overall PA (<90%))** | 16.6% | 13.8% | 15.0% | 17.8% | 16.3% | 16.3% | 19.3% |
|  |  |  |  |  |  |  |  |
| **Boys** | 93.9% |  | 94.4% | 94.0% |  | 94.4% | 93.7% |
| **Girls** | 93.4% |  | 94.5% | 93.9% |  | 94.2% | 94.0% |
| **LAC** | 95.0% |  |  | 66.6% |  |  | 93.5% |
| **PP** | 88.7% |  | 91.7% | 89.2% |  | 92.6% | 90.8% |
| **SEND** | 92.4% |  | 91.7% | 91.9% |  | 91.5% | 92.1% |
| **EAL** | 93.7% |  | 95.6% | 93.9% |  | 95.2% | 93.6% |
| **FSM** | 87.4% |  | 90.8% | 88.9% |  | 7.8% | 90.1% |
| **EHCP** | 91.5% |  | 90.8% | 92.8% |  | 90.0% | 94.2% |

*Note: Comparative data currently unavailable for the current academic year*

Within the Autumn One data outlines above, several trends need further consideration, outlined below:

Persistent Absenteeism

* Growing levels of persistent absenteeism, sitting above previous national data
* Persistent absenteeism amongst PP populations

19.29% of students met the threshold for falling into the category of Persistent Absenteeism

28.63% of PP students fell into the category of Persistent Absenteeism

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| --- | --- | --- | --- | --- | --- |
| **Year Group** | **7** | **8** | **9** | **10** | **11** |
| **Number of students** | 30 | 54 | 43 | 50 | 45 |
| **% of roll** | 12.24 | 22.04 | 18.07 | 24.27 | 21.03 |
| **No of PP students** | 14 | 18 | 9 | 13 | 8 |
| **% of PP that are PA** | 24.56 | 43.9 | 24.32 | 38.24 | 33.33 |

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| **Actions** |
| * Increased guidance for parents regarding ‘reasons for absence’ * Implementation of ‘Year team intervention’ * Changes in attendance reporting for parents (addition of Edulink) for clarity of reasoning * Increased focus on PP provision through PP strategy * Collaboration between JMA and JRI to identify specific strategies for PP attendance. |

Punctuality

* Increased need for re-establishing punctuality norms

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| **Actions** |
| * Changes to ‘late to lesson’ provisions. Central management system operating within the Pastoral team, in which students serve social time detention for reaching thresholds. Parents informed on day of detention. Escalation routes established for recidivism. * Changes in monitoring of ‘late to school’. Improved oversight and recording of late gate entrance between 8.40am and 9am. * Improved policy for managing late marks to school, ensuring same day accountability for those within appropriate pre-communicated reason. Policy rolled out during Autumn Two for commencement in Spring One. |

Cases of extreme concern regarding absence

There are currently 9 students residing below the 50% attendance rate following a return to school in September 2021

A further 17 sit below the 70% threshold.

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| **Year Group** | **7** | **8** | **9** | **10** | **11** |
| **Number of students** | 7 | 10 | 9 | 3 | 3 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student** | **PP** | **SEN** | **Year  group** | Attendance % |  |
| ASF | Y |  | 10 | 49.3 | School refuser. Improved attendance on last year. Improved attendance in previous weeks. |
| RS |  | K | 9 | 47.8 | Bereavement of father at start of Autumn One, Reengaged in recent weeks with full attendance |
| BW |  |  | 11 | 45.3 | Working with MWP - Anxiety based school refusal. Improved attendance in recent weeks |
| SM | Y |  | 8 | 41.8 | Improved attendance during last academic week following Initial warning letter. School attendance meeting book with Essex representation. Part time TT at present |
| HG |  |  | 10 | 34.3 | Mental Health provision following previous status as an in-patient. Part time TT and access to Gateway. Re-engaging with school at present. |
| RB | Y |  | 9 | 23.9 | School refusal - improved attendance in last academic week - MWP |
| MC |  | K | 9 | 13.4 | School refusal through extreme anxiety- EHCP application pending |
| JM |  | K | 10 | 11.9 | CCT - School refusal. Re-engagement plan via The Wilderness Foundation intervention |
| TS |  | K | 11 | 0 | CSS Health following long term absence due to Mental health. CS notify us that he will be removed from roll imminently as family are relocation to Harlow. |

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| **Actions** (As indicated above) |
| * A wealth of actions and interventions have been applied for students who fall into the bracket of extreme concern. This involves the internal provision of the Intervention process and newly formed CCT team, alongside the sourcing of external provision. * Many of the student who fall into this category are subject to bespoke level provision and yielding a positive impact, but still recorded due to the ‘data sensitivities’ of Autumn one. |

**Appendix 5**

**Safeguarding Report for Governors**

**November 2021**

Total incidents since September = 734 unique incidents

54 incidents relate to inherited Y7 SG files

34 incidents relate to inherited secondary school files, the majority of these are Y12

The headline category of **mental health** represents the biggest single category with 286 incidents. Self-harm and anxiety are the most consistent within this category. The term ‘suicidal ideation’ is used to record any expression around suicide which is why the number (62) is so high. However, within this there are those who have expressed or acted on their suicidal ideation; this is particular concern in the 6th form.

As a point of clarification for governors - we have a very clear process in place for when a student discloses suicidal ideation. When they return to us or when we are notified by an external agency, a care plan is agreed that outlines our approach to support the student in school. The barrier at present is communication within external mental health services. We currently have 4 students receiving in-patient treatment (1 Y11, 3 Y12s).

There have been new 5 referrals to Social Care since September. There remain a number of students we support with some form of social care involvement. In such cases we liaise directly with the key worker we have on record. There have been over 100 points of contact since September with external agencies including, calls, emails and meetings.

Training

All teaching, support and external staff (e.g. coaches, peripatetic music teachers) have undertaken the 2021 September Safeguarding Update Training. The first safeguarding webinar focused on Harmful Sexual Behaviours and has been engaged with across our staff body. The focus for this half-term’s webinar is ‘Prevent’ (anti-terrorism) and we have asked staff to engage with the Home Office certified training on this subject.

Our Gateway Pastoral Manager has undertaken extensive CPD around mental health issues which has enabled her to support some of our most complex and high tariff students. The next SG webinar for staff (due Spring 1) is going to focus on the issue of mental health. We have an ‘Anxiety Group’ hosted by The Children’s Society and this is supporting a group of students in Y10, where we identified this as a concern. We are in communication with ‘Hectors House,’ an organisation dedicated to suicide prevention, to facilitate support for 6th form around suicidal ideation and wellbeing.

DJ Barron

Assistant Headteacher, Designated Safeguarding Lead

November 2021