

Pupil Premium Strategy Statement

Our focus at Glossopdale School

At Glossopdale School we believe in narrowing the educational progress and attainment gap between students who are entitled to the Pupil Premium funding and other students. We ensure the school's Pupil Premium funding is spent in an integrated and targeted way to ensure that students who need it receive the opportunity for additional support and access to learning opportunities. The Sutton Trust research indicates that effective support comes for quality first teaching, improving learning within the classroom context and early, focused intervention. Our Pupil Premium Strategy aims to enhance the progress of our 'disadvantaged' students, tackling their barriers to success and enabling them to reach their true potential, both academically and personally. Our ethos and learning habits reflect our belief that every student should be 'Prepared to Thrive' and our Pupil Premium Strategy aims to ensure this is the universal experience of all students within our care, especially those who face additional barriers.

Pupil Premium Strategy September 2019-21 (3 year plan)

Pupil Premium 2020/21	Budget:	Actual expenditure:	Remaining Budget to 31 March 21
Pupil Premium Funding	£279,500	279,500	
Salary Expenditure:			
THRIVE Centre 100% of salary costs	22,013	22,013	0
2 x HLTA's Maths & English. Existing posts - 70% salary costs	43,858	43,858	0
Progress Leaders TLR. Existing posts.	14,345	14,345	0
New post - 'Director of student progression' TLR	8,275	8,275	0
HLTA (Hba) - 60% salary	19,797	19,797	0
SLT lead - 40%	33,491	33,491	0
Admin - 3hrs per week	2,047	2,047	0
Year Managers - 60% salary costs. Existing posts.	100,480	100,480	0
Total Salary Costs	244,306	244,306	0

Non-Pay Expenditure:			
Ad hoc expenditure inc. trips, equipment, food tech etc plus contingency.	35,194.00	10,609	24,585
Total Non-Pay Expenditure	35,194	10,609	24,585
Total Expenditure	279,500	254,915	24,585
{Overspend}/underspend against allocation	£0	24,585	N/A

Summary Information

School: Glossopdale School

Academic Year: 2020/2021

Date of most recent external PP review: June 2018

Number of pupils eligible for PP: 289

Date for next internal review of this strategy: Jan 2020 - see update re provision during Covid for PP students

Total PP Budget: £279,500

Current Attainment and Progress of PP Cohort

Headline Figures August 2019 (August 2020 not available to due the impact of Covid on examinations)

A8 32.83 P8 -0.732

28.6% 5 or above in En & ma

3.6% 5 or above in EBacc

PROGRESS TRENDS of PP Cohort:

Measure	2017	2018	2019
Overall P8 figure	-0.566	-0.886	-0.732
English P8	-0.264	-0.513	-0.468
Maths P8	-0.949	-1.450	-0.775
EBacc P8	-0.610	-0.989	-0.203
Other P8	-0.467	-0.781	-0.684

NB – Progress 8 measures reported for 2019 update to follow once validated 2018/19 measure is available.

ATTAINMENT TRENDS – KEY MEASURES:

Measure	2017	2018	2019
Overall A8 figure	37.54	29.66	32.53
5 or above in En & ma (%)	14	2.6	13.5
4 or above in En & ma (%)	37.2	13.2	40.5
4 or above in EBacc (%)	11.6	0	2.7

5 or more subjects, inc En & ma, at 4+ (%)	32.6	13.2	37.8
7 or above in En & ma (%)	2.3	0	0
% entering 3 single sciences	13.6	5.2	8.1
EBacc APS (introduced 2018)	2.94	2.29	2.55

Barriers to Future Attainment and Action Strategy

<i>In School Barriers</i>	<i>Action</i>	<i>Desired Outcome and Progress Measure</i>	<i>Lead/Other Responsible Staff</i>	<i>Review Date</i>
<u>Tier 1: Teaching and Learning Priorities</u>				
There is a need to develop literacy in a cohort of students who struggle with their vocabulary and reading.	<p>English/relevant teaching staff to identify PP students with literacy needs and develop a range of literacy learning programmes across school.</p> <p>Make literacy learning a focus for all staff and part of teaching and learning CPD focus.</p> <p>Improve the profile of reading throughout the school.</p> <p>Ensure all None Secondary Ready students in English receive additional bespoke literacy support.</p>	<p>Progress in reading and literacy from starting points of the identified cohort.</p> <p>Increased progress and attainment across PP cohort in all year groups.</p> <p>Improved whole school profile of reading and literacy</p> <p>NSR students to make rapid progress from current starting points in order to meet expectations.</p>	<p>FFL</p> <p>SKA</p> <p>KSM/JTW/PP HLTA English</p> <p>Progress Leaders</p> <p>HLO</p> <p>Total Budget Cost 2019/20</p> <p>£27,347</p>	<p>Aug 20</p> <p>The DFE announced that, due to the impact of Covid, 2019-2020 spending can be reviewed in the 2020-2021 impact statement. This information will be made available in</p>

				September 2021.
Progress has been made in closing the gap in Maths over the past year but this remains an area of focus.	<p>RDI to teach a discrete group through all aspects of entry-level units and number work of foundation GCSE in Years 10 and 11.</p> <p>RDI to support the teaching of a key identified cohort of PP students in a classroom setting, across all year groups, as directed by classroom teacher, to support numeracy learning.</p>	<p>Progress and attainment data to show good progress from starting points</p> <p>Book scrutinies/low stake testing and student voice data to evidence effective impact of interventions</p>	<p>CJA/PCL</p> <p>RDI</p> <p>Total Budget Cost 2019/20</p> <p>£27,347</p>	
Quality first teaching is the most impactful way of improving attainment and progress. Investing in ways to improve the impact of the curriculum and learning experiences of our Pupil Premium funded students is essential.	<p>Teaching and learning CPD to improve metacognitive pedagogy whole school.</p> <p>Improve whole school curriculum planning</p> <p>Upskill the FTLs leadership capacity in order to drive these initiatives forward</p> <p>Disciplined research projects to focus on PP cohorts to measure impacts</p> <p>PP learning experiences and progress analysed at each data drop and FTLs identify areas of</p>	<p>Regular CPD impacts positively on:</p> <ul style="list-style-type: none"> • faculty plans for curriculum intent • use of classroom metacognition pedagogy can be seen in marking reviews and lesson drop ins • FTLs capacity for strategic leadership and drive to improve the learning, monitoring and intervention for PP students is evidenced 	<p>KSM/HJA</p> <p>FTLS</p> <p>SLT links</p>	

	need and strategies to address them.	<p>in line management meetings, data and faculty/subject reviews</p> <p>Data is used by all staff to inform planning and interventions for PP students not meeting expectations.</p>	<p>Total Budget Cost for 2019-20</p> <p>£11,000</p>	
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Tier 2: other academic interventions

Some PP students need additional interventions and support with their learning.	<p>Create Student Profiles for all our PP students and use student/staff and parent voice to inform these. Use the information collected to identify barriers and strategies to overcome them for each student.</p> <p>Tutors/Year Managers to develop a good relationship and understanding of PP students' needs within their form and take an active lead on addressing these on a pastoral level – including in the PD programme.</p> <p>Year clusters/SKA and staff to monitor the impact of</p>	<p>Improved progress for PP students</p> <p>Improved quality and efficacy of interventions</p> <p>Improved teaching and learning of PP students and strategies to manage underachievement in lessons.</p>	<p>FFL/SKA</p> <p>Progress Leaders</p> <p>FTLs</p> <p>All teaching staff</p> <p>SGI/CDU/Careers Advisor and Tutors/Year Managers</p>	Jan 20
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<p>Attendance is a concern for some of our PP students and this needs to be improved.</p>	<p>Weekly monitoring of PP attendance with identification of cohort for whom this is a concern.</p> <p>Fortnightly cluster team action planning session with agenda lead by Year Managers.</p> <p>Regular contact home and clarity of systems around Attendance Intervention strategies with consistency of the Attendance Policy implementation.</p> <p>Referral and support from the Attendance and Family Support teams when required</p> <p>Improvement in the incentives given for improved and sustained good attendance.</p>	<p>Improved progress of PP students impacted by improved attendance</p> <p>Improved systems of monitoring and interventions for attendance and implementation of the Attendance Policy.</p>	<p>MSK/FFL</p> <p>Year Managers</p> <p>Attendance Team</p> <p>Family Support Workers</p> <p>Tutors</p> <p>Total Budget Cost £25,139</p>	<p>Sept 20</p>
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<p>Some of our PP students do not have access to the enrichment experiences of other students in the school and this needs to be improved.</p>	<p>Monitor the attendance and participation of PP students in enrichment provision across the school, aiming to have the school % in all trips and activities.</p> <p>Audit provision for each year group and create a programme of 'The Glossopdale Experience' mapped across years 7-13 and to include key cultural capital experiences.</p>	<p>Improved progress and engagement of our students impacted by improved attendance on trips and involvement in extra curricula events of our PP students.</p> <p>Wider participation in NCOP events.</p> <p>A developed and sustained programme of enrichment and personal development activities across all year groups.</p>	<p>FFL/SGI/CDU</p> <p>SKA</p> <p>Progress Leaders</p> <p>Total Budget Cost £23,825</p>	<p>Sept 20</p>
<p>Research shows that improved parental engagement with the school can result in an additional +3 months gained progress for students over the course of the year. Steps to improve the engagement of parents of a cohort of our PP students would have a significant impact on</p>	<p>Develop and sustain better parental engagement with a cohort of our PP students through the Achievement For All initiative. Build positive, mutual support links in order to impact on the rapid progress of these students.</p> <p>To identify key individual barriers for these students and work with parents to ensure their needs are fully met</p> <p>Establish procedures for regular contact home for both positive</p>	<p>Improved progress of our PP students through the positive engagement of parents.</p> <p>Monitor through parent voice and Progress Leaders'/Year Managers' voice</p> <p>Use the AFA baseline data to measure impacts on progress of specified cohort.</p>	<p>FFL/SKA</p> <p>Progress Leaders</p> <p>Year Managers</p>	

their progress and achievements.	and negative issues raised in school Develop a proactive approach to contacting home for all PP students by staff and pastoral leaders.		Total Budget Costs £36,944	
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3 Year Plan Actions

<u>Areas for investment</u>	<u>Year 1</u> 2019 – 2020 Actions	<u>Year 2</u> 2020 – 2021 Actions (to be reviewed and updated at the end of Year 1)	<u>Year 3</u> 2021-2022 Actions (TBC after Year 2 review)
<u><i>Tier 1 - Teaching and Learning</i></u>			
<u>Improved literacy</u>	<p>Identify a cohort of students for whom literacy is a barrier in each year group.</p> <p>Enrol them on a programme of literacy support such as:</p> <ul style="list-style-type: none"> ● Bedrock ● Buddy ready Sixth Form 	<p>Embedded use of Bedrock and other literacy programmes.</p> <p>New strategies informed by research to be implemented.</p> <p>Shared reading to be established part of PD</p>	

	<ul style="list-style-type: none"> ● Shared reading groups ● Accelerated reading <p>Research a variety of other programmes and strategies that work in order to strengthen current support provision.</p> <p>Raise the profile of reading whole school through:</p> <ul style="list-style-type: none"> ● shared reading in tutor time ● competitions ● toolkit of reading strategies initiated ● staff sharing their reading experiences etc. <p>Work with a group of interested staff to share good practice and current research on improving literacy and closing the vocabulary gap.</p> <p>Develop effective CPD to train all staff on effective literacy strategies in their teaching, including the teaching of tier 2 and tier 3 vocabulary</p>	<p>programme. Buddy reading established in Yrs 7-9.</p> <p>Reading competitions established for each year group</p> <p>Implementation of a range of reading strategies embedded in lessons and seen in learning walks/drop ins – including the teaching of tier 2 and 3 vocabulary</p> <p>Use of literacy toolkit evidenced in lesson QA</p> <p>Profile of the value put on reading can be seen around the school through displays/signposts/tv screens etc</p> <p>Further CPD areas identified and training provided/sharing of good practice is part of day to day</p>	
<p><u>Close the progress and attainment gap in Maths</u></p>	<p>Identify a key cohort of students in each year group that are currently</p>	<p>Review the effectiveness of interventions in Year 1 and</p>	

	<p>not meeting expectations in terms of their progress.</p> <p>Use RDI to provide a programme of targeted interventions - both as a teacher of key students and as a TA support in lessons.</p> <p>Monitor closely the progress of these students and identify where this support is not having adequate impact.</p> <p>Conduct regular book scrutinies/low stake testing and student voice to measure impacts.</p> <p>Research good practice interventions and change our intervention provision when appropriate.</p>	<p>embed the changes made in year 1 that are effective</p> <p>Work to build collaboration with other Maths teachers to improve provision and effective intervention</p> <p>Develop wider participation of PP most able students in stretch and challenge initiatives</p>	
<p><u>Quality First Teaching and curriculum design</u></p>	<p>Provide a range of CPD for all staff on curriculum intention and metacognitive pedagogy</p> <p>Implement the Ambitious Leadership training for FTLs and measure the impact of this training.</p> <p>Identify PP cohort being used to measure impact of staff disciplined research and share good practice. Use student voice and</p>	<p>Embed effective metacognition pedagogy as day to day in all classrooms</p> <p>FTLs to use strategic leadership skills to more effectively plan explicitly for the progress/monitoring and intervention of PP students within their faculty.</p>	

	<p>progress/attainment data to measure this impact</p> <p>Introduce better systems for data analysis at individual teacher level and cluster team level, using this information to inform planning and interventions</p>	<p>A wider cohort of disciplined research projects to impact on PP students</p> <p>The improvements in using data to improve teaching and learning is embedded and sustained for all staff</p>	
<u>Tier 2; Other academic interventions</u>			
<u>Individual interventions and support, including</u>	<p>Student Profiles to be used and kept up to date for a specific cohort of PP students – with their barriers identified.</p> <p>Raise the profile of PP students and their needs through;</p> <ul style="list-style-type: none"> ● staff briefing ● bulletins ● staff training ● cluster meetings ● progress and year manager meetings ● tutor briefings 	<p>Student Profiles to be completed for all PP RPG students and used to inform teaching.</p> <p>Staff using data analysis, metacognition pedagogy and Student Curriculum Progress Plans to monitor progress and provide effective, quality interventions</p> <p>High profile of PP students for all staff – a focus in and out of lessons and ‘handover’ strategy identified and put in place.</p> <p>Impact of funding of engagement projects/intervention is consistently positive and funding</p>	

	<p>Introduce clearer processes for parents and staff to access support funding.</p> <p>Identify a set of key interventions and monitor the efficacy of these on Provision Map.</p> <p>Improve the monitoring of PP student progress at FTL/teachers/cluster levels but introducing better use of data and focusing on impacts of actions at each level.</p>	<p>is regularly accessed by parents and staff to reduce barriers.</p> <p>Quality CPD provided to support QFT</p> <p>Progress Leaders, Year Managers and SLT Year link using effective systems to drive impact positively on attendance and progress.</p>	
<p><u>Tier 3: Other wider school priorities</u></p>			
<p><u>Improved investment in the school ethos and behaviour</u></p>	<p>Improved school ethos and staff focus on THRIVE values through auditing current practice and identifying strategies to create a better rewards culture for our PP students.</p> <p>Introduce the THRIVE centre as a quality alternative provision for a specific cohort of PP students by:</p> <ul style="list-style-type: none"> ● Monitoring the efficacy of this provision ● identifying good resources that can be used to support 	<p>Adopt a ‘positive discrimination’ policy to ensure PP THRIVE points are the same as whole school and behaviour points continue to improve. Reward rapid progress as well as sustained outcomes.</p> <p>Sustain high expectations and quality provision in the THRIVE centre so that impact on progress is good.</p> <p>Embed use of Sixth Form mentors.</p>	

	<p>students in their learning and in their behaviour</p> <ul style="list-style-type: none"> ● training a cohort of Sixth Form volunteers to act as learning mentors within the THRIVE Centre 		
<u>Improved attendance</u>	<p>Provide weekly attendance reports and identify key students for YMs to intervene with.</p> <p>Year Managers to lead on this agenda in their cluster team – identifying key action and impacts and use funding to creatively impact on poor attendance eg:</p> <ul style="list-style-type: none"> ● breakfast club ● incentives ● transport costs etc <p>Train YMs via AFA structured conversations and use these skills to positively engage parents</p> <p>Audit and monitor the efficacy of referrals and support from the Attendance and Family Support to show impact on PP attendance</p>	<p>Weekly attendance reports used effectively to improve attendance quickly.</p> <p>Attendance interventions by YM are swift and impactful:</p> <p>Breakfast club is well established</p> <p>Pastoral staff/Family support workers are effectively engaged with key students and an overview of all strategies for each student is centrally logged.</p>	
<u>Improved cultural capital and involvement in enrichment activities</u>	<p>Audit current enrichment and extra curricula provision in each year group.</p>	<p>A wider range of extra curricula provision is on offer – with each</p>	

	<p>Compile 'The Glossopdale Experience' for each year group to contain information on extra curricula activities/IAG and cultural capital</p> <p>All staff to aim to have at least the PP year group % in all enrichment activities</p> <p>Subsidise the cost of this for all PP students</p> <p>Identify a programme of NCOP activities and monitor the PP participation.</p>	<p>faculty providing at least one opportunity.</p> <p>The Glossopdale Experience Programme is published and running – with a significant number of PP students participating in extra curricula and enrichment activities</p> <p>Year group % of PP to be actively sought for all trips and extra curricula events.</p>	
<p><u>Improved parental engagement</u></p>	<p>Train Progress Leaders and Year Managers in structured conversations and use these skills to engage a cohort of identified PP students.</p> <p>Improve the attendance of PP parents at parental events by:</p> <ul style="list-style-type: none"> ● creating a year specific calendar of events for PP parents ● contacting parents personally before each event to confirm attendance ● publicising the importance of parental engagement and 	<p>AFA structured conversation techniques embedded as good practice to engage parents positively in child's learning experiences</p> <p>Parental attendance at events to be at least 'good' and in line with all parental attendance – using strategies identified.</p>	

	<p>support more effectively in school bulletin/newsletters/website</p> <ul style="list-style-type: none">● Build a staff ethos of positive parental engagement		
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Glossopdale School: Pupil Premium Review of 2018-19 strategy

1. Summary information					
School	Glossopdale School				
Academic Year	18-19	Total estimated PP budget	£204, 975	Date of most recent PP Review	15.6.18
Total number of pupils	1066	Number of pupils eligible for PP	259	Date for next internal review of this strategy	Sept 2019
LAC students	5	Ever 6 students	246	Date for external review	TBC
Funding per LAC student	£1900	Funding per Ever 6 student	£935	No. service pupils	8

2. Current attainment (2018-19 Provisional)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>
% achieving expected progress (Grade 4+) in English (2018-19)	59.5%	88.5%
% achieving expected progress (Grade 4+) in Maths (2018-19)	40.5%	64.8%
Progress 8 score average (SISRA unvalidated estimate)	-0.732	-0.142
Attainment 8 score average	39.85	48.9

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. Maths in Y11
- B. High expectations of and for all students prioritising quality first teaching
- C. Confidence, resilience and attitude to learning

External barriers (issues which also require action outside school, such as low attendance rates)

- D. Low attendance
- E. Parental engagement with a specific focus on homework, revision and understanding new grades

4. Outcomes

Desired outcomes and how they will be measured

Impact review

- A. Improved attainment in all subjects, especially Maths, at KS4
 - More precise identification of barriers to learning in lessons
 - Improved and personalised differentiation
 - Focus on closing the vocabulary gap in lessons, homeworks and tutor time
 - Use of technology to feed back
 - Verbal feedback
 - Monitoring from starting points
 - More targeted intervention
 - Specific Maths PP strategy, including individual action plans

Provisional progress and attainment data for PP show improvements on last year's exam results overall and significant improvements in Maths

Attainment Data - Headlines DisAd Updated 23/09/2019

Measure	2018	2019
Cohort	38	44
Average KS2 Prior Attainment	4.43	4.51
Average Total Attainment 8	29.66	32.32
Students Achieving 9-7 in English and Maths	0	2
Students Achieving 9-5 in English and Maths	3	16
Students Achieving 9-4 in English and Maths	13	41
Students Achieving 9-7 in English	5	14
Students Achieving 9-5 in English	40	46
Students Achieving 9-4 in English	60	61
Students Achieving 9-7 in Maths	0	2
Students Achieving 9-5 in Maths	3	18
Students Achieving 9-4 in Maths	16	41
Students Entered For the EBacc	0	5
Achieving the EBacc at grade 5	0	0
Achieving the EBacc at grade 4	0	2

The attainment gap in Maths has closed:

Grades	2018	2019
9-7		-15.6
9-5		-29.7
9-4		-24.3

		<p>The overall PP progress 8 gap has closed from -0.908 to -0.59</p> <p>A Pupil Profile for all Year 11 PP students was created – including information from teachers/students and parents where appropriate.</p> <p>A staff working party was created, with representatives from every faculty. Projects were put in place to improve progress of students and impacts measured. For example: PA attendance in Yr 10 improved by 7% in 6 weeks, Science milestones showed significant PP improvements for from starting points after 6 week intensive retrieval and interleaving strategies were used, destinations for a cohort of Yr 11 disaffected boys improved with all students receiving bespoke tutoring and IAG advice/support to complete college and apprenticeship applications.</p>
B.	<p>High expectations of and for all students prioritising quality first teaching</p> <ul style="list-style-type: none"> - CPD on barriers and knowledge retention - Innovation groups to improve T&L - RPG mentoring of all PP students - Governor student voice and book looks - Glossopdale Way consistency of systems and routines - QA of faculties and lessons focused on targeting of and support for PP students 	<p>Work scrutiny of whole school sample showed that overall PP books were of a similar standard. Areas of weakness in the quality of work/feedback etc were addressed through SLT line management procedures. Further rigorous QA procedures are place for 2019 – 20</p> <p>An overhaul of the school's ethos and learning habits has resulted in more clarity of expectations</p> <p>The Rapid Progress Group students in Year 11 were all given staff mentors and their progress monitored regularly in cluster meetings. This process will be rolled out in all year groups from Sept 2019</p> <p>School ethos change has resulted in clearer vision of THRIVE and learning habits of PREPARE</p>
C.	<p>Improved confidence, resilience and attitude to learning</p> <ul style="list-style-type: none"> - More rewards – public and private - More frequent student voice - Compare/buddy students with similar starting points - Widening participation - Behaviour support and counselling - Careers advice - RPG mentoring and tracking of progress - Post-16 mentoring/tutoring 	<p>Current ratio of whole school achievement points vs behaviour points is 83% to 17%. An increase in THRIVE postcards is significant in all year groups</p> <p>Behaviour systems have been reviewed and overhauled resulting in a new behaviour policy/THRIVE centre for students who have difficulty coping in mainstream and isolation supervisor, as well as the appointment of 2 family support workers. This restructuring of staff has given far greater capacity for the school to meet the needs of all students with complex needs and barriers to learning and the impact of these changes will be closely reviewed this academic year.</p> <p>Year Managers' roles have been reviewed and refocused on behaviour and attendance and this will be closely monitored this year for impact</p> <p>Post-16 students are expected to give at least 1 hour of their time to volunteer in lessons/with extra curricula clubs or as a one to one mentor</p> <p>The overhaul and review of the Personal Development programme includes new resources for IAG</p>
D.	<p>Improved attendance</p> <ul style="list-style-type: none"> - Improved and increased engagement with parents - More precise and more frequent monitoring - More frequent student voice - Summer Switch - Additional liaison with parents for PP student absence - Additional weekly tutor meeting 	<p>PP attendance improved by 2.7%. 90.2% (9.8% sessions missed) 2017-18 was 87.5% (12.5% sessions missed). National average 2017-18 92.2% (7.8% sessions missed).</p> <p>Year Managers and new attendance officers monitor and intervene with students who are not in school and this has had a positive impact on improving overall attendance of PP students and reducing the number of students who are persistently absent.</p> <p>Weekly attendance figures are produced to enable staff to intervene swiftly and therefore have effective and immediately impact.</p> <p>The Summer Switch transition programme successfully engaged 41% of Yr 7 PP parents in the transition from primary to secondary school</p>

E.	<p>Improved engagement with parents</p> <ul style="list-style-type: none"> - Summer Switch - Structured conversations - Additional progress mornings - Revision skills sessions for parents - Use of Google Classroom and Edukey 	<p>The Summer Switch transition programme successfully engaged 41% of Yr 7 PP parents in the transition from primary to secondary school</p> <p>Training on structured conversations booked in for Year Managers and key pastoral staff for 25th October – to be run by Achievement for All</p> <p>Classcharts/Google classroom and Provision Map systems are now embedded in day to day practice and this makes the monitoring of progress/behaviour and achievements much more effective for the PP cohort.</p> <p>All communication with home is now logged on the PM system and Student Profiles are being produced for all PP students in all year groups.</p>