



CHASE HIGH SCHOOL
Aspiration, Character & Excellence

SCHOOL IMPROVEMENT PLAN

2021 – 2022

'Pursuing Excellence'

1. Chase High School's Core Values and Shared Vision

Chase High's Core Values: Be Aspirational, Build Character, Pursue Excellence

- **Aspirations** - Ensure high aspirations for all pupils to be lifelong learners in a stimulating and secure environment so that pupils are fully prepared for a highly successful life.
- **Character** - Develop the strength and depth of character to instil the resilience, confidence and independence to overcome new challenges and be a positive member of the community.
- **Excellence** - For all pupils to pursue academic and personal excellence and achieve outstanding outcomes.

Chase High's Shared Vision:

Our vision is to fully prepare every pupil to live highly successful adult lives by:

- Providing the knowledge, skills, attributes and aspirations necessary to instil a love of lifelong learning and the pursuit of academic excellence;
- Delivering a challenging and enriching curriculum that ensures outstanding outcomes across a breadth of experiences;
- Building the strength and depth of character that combines a strong moral purpose with excellent social skills;
- Ensuring our pupils become adults that can go on and make a real difference locally, nationally and globally.

2. Chase High School's Targets 2022

a) PUPIL OUTCOMES:

(i) KS4 Progress and Attainment:

There may be changes in these figures due to changes in pupil cohort over the course of KS4

	Sept 21 starting point	Dec 21 milestone	April 22 milestone	August 22 target
Progress 8 (all)	-0.76	-0.49	-0.24	-0.03
Progress 8 (disadvantaged)	-0.96	-0.7	-0.4	-0.20
Attainment 8 (all)	35.58	36	40	42
Attainment 8 (disadvantaged)	32.67	34	38	40
The Basic (% grade 5+ E&M) - All	17	25%	30%	33%
The Basic (% grade 5+ E&M) - Disadvantaged	11.5	32%	37%	25%

(ii) 6th Form Progress and Attainment 2022:

	Dec 21 milestone	April 22 milestone	August 22 target
Progress Score			0.00
Average Result	D	D+	C -
Completion Rates			100%

(iii) KS4 Subject Targets 2022:

Subject	Entries	Progress 8 target	KS2 mean scaled score of cohort	Attainment 8	%G4+ Chase	%G4+ national	%G5+ Chase	%G5+ national	%G7+ Chase	%G7+ national
English Lang	174	>-0.1	100.56	4.34	60	62	40	44	8	14
English Lit	174	>-0.1	100.56	4.41	66	73	40	56	14	20
Maths	177	>-0.1	101.13	4.15	58	60	43	40	9	16
Combined Science	118 (236)	>-0.1	97.35	3.63	47	55	20	34	1	8
Biology	59	>-0.1	106.36	5.47	98	90	95	80	13	42
Chemistry	59	>-0.1	106.36	5.47	98	90	95	79	13	42
Physics	59	>-0.1	106.36	5.47	98	91	95	79	13	44
Computing	29	>-0.1	103.55	4.93	90	63	65	49	7	22
French	15	>-0.1	102.85	4.67	80	70	60	54	7	24
Geography	24	>-0.1	98.18	3.88	54	63	40	53	0	25
History	63	>-0.1	102.19	4.57	78	64	60	51	6	25
Art & Design	28	>-0.1	100.56	4.21	71	75	45	58	4	23
Drama	18	>-0.1	105	5.12	94	74	77	60	12	23
Photography	35	>-0.1	99.06	4.04	66	75	50	58	0	23
RE	16	>-0.1	99.75	4.31	69	72	45	61	13	30
Food & Nutrition	60	>-0.1	100.65	4.37	70	64	50	49	7	18
Music	13	>-0.1	99.94	4.18	55	76	40	63	18	32
Technology	18	>-0.1	97.59	3.94	61	63	40	48	0	19
Other MFL (EAL)	6	>-0.1					100			
Business Studies	48	>-0.1	100.72	4.13	64	66	40	51	2	18
Sociology	14	>-0.1	101.81	4.79	86	63	65	48	7	18
Health & Social Care	43	>-0.1	99.93	3.84	64		50		0	
PE OCN	38	>-0.1	100.49	4.37	74		50		3	
Games Development	25	>-0.1	98.08	4.15	58		50		4	
Media Studies OCN	22	>-0.1	100.9	4.52	77		50		9	
Hair & Beauty C&G	13	>-0.1	99.96	4.00	100		50		10	

b) ATTENDANCE TARGETS 2021/2022:

Criterion	Dec 2021 milestone	April 2022 milestone	2022 target
% Overall attendance	94.00	94.50	95.00
% Attendance disadvantaged	94.00	94.50	95.00
% PA all	15.00	12.00	10.00
% PA Disadvantaged	15.00	12.00	10.00

c) TEACHING AND LEARNING TARGETS 2021/2022:

Criterion	Dec 2021 milestone	April 2022 milestone	2022 target
% achieving Good or better	70	85	100
% achieving Outstanding	15	20	30
% not meeting standards	0	0	0

3. Chase High School's Three Year School Strategic Goals 2020 - 2024

Our Three-Year Strategic Goals: To realise our shared vision, Chase High School will achieve the following strategic goals within the next three years resulting in good within 18 months and outstanding in three years as judged by Ofsted:

1. Quality of Education – To ensure good and outstanding teaching for all:

- **Intent – To provide a high quality, creative and ambitious curriculum offer:** At Chase High leaders have a clear and ambitious vision for providing high quality education to all pupils. Our vision and values provide the basis for constructing a knowledge rich curriculum that is ambitious and designed to give all pupils, especially disadvantaged and those with SEND, the knowledge, skills, attributes and cultural capital necessary to instil a love of lifelong learning and the pursuit of academic excellence.
- **Implement – To provide the highest quality teaching and learning:** The ambitious and appropriately challenging curriculum will be taught by outstanding and highly qualified teachers with excellent subject knowledge. To that end, the school will provide a comprehensive and bespoke CPD programme to help staff develop their subject and pedagogical expertise and knowledge. Our rigorous processes for monitoring teaching and learning will enable us to identify our strengths so that best practice can be disseminated.
- **Impact - To become a high-performing school:** Chase High aims to fully prepare our pupils to lead highly successful adult lives. A key component of this will be to ensure that our knowledge rich curriculum will ensure they achieve excellent qualifications. Pupils will show progress that is well above national averages in public examinations with a trajectory of year-on-year improvement over the next three years. There will be no discernible gap in the outcomes for any groups within the school. The enriched curriculum will also ensure outstanding outcomes across a breadth of experiences in addition to academic excellence.

2. Behaviour and Attitudes - To ensure outstanding attitudes to learning: Our high expectations will result in outstanding pupil behaviour and conduct. Leaders will create a positive environment where all members of the school's community are treated with respect, tolerance and understanding. Our pupils will demonstrate a positive attitude to their learning, showing resilience and the ability to learn independently and effectively. Pupil attendance will be high and they will arrive at school punctually and eager to learn.

3. Personal Development - To provide outstanding personal development: The ambitious and appropriately challenging curriculum underpins our pursuit of excellence in a secure environment where all members of the school's community are treated with respect, tolerance and understanding. As such, our curriculum will nurture, develop and stretch pupils' talents and interest. The school's work to enhance pupils' spiritual, moral, social and cultural development will be of a high quality. Through the development of the LORIC attributes (Leadership, Organisation, Resilience, Initiative and Communication) we will build strength and depth of character that combines a strong moral purpose with excellent social skills. Our curriculum will help prepare our pupils for life in modern British society by developing their understanding of British values and promoting tolerance, diversity and equality of opportunities. Our pupils will become adults that can go on to make a real difference locally, nationally and globally. Chase High will provide outstanding support and guidance to ensure that we unlock the potential in all pupils and secure success for all, irrespective of their starting point or personal circumstances.

4. Leadership and Management - To demonstrate outstanding leadership: Leaders will show a clear and ambitious vision for providing high quality education to all pupils. Leaders will focus on improving teachers' subject knowledge and pedagogy in order to enhance the implementation of the curriculum. Leaders will, at all levels in the organisation, provide the challenge and support necessary to achieve outstanding pupil outcomes with clear lines of accountability and rigorous monitoring and evaluation underpinned by high expectations and aspirations. There will also be a concerted focus on developing the knowledge and skills of middle leaders so that they can each plan, develop and implement a high quality curriculum in order to drive the improvement agenda within their areas. Through our leadership development we will ensure clarity of expectations and an unswerving focus on providing a high quality of education for our community.

4. SCHOOL PRIORITIES, KPI & MILESTONES SUMMARY 2021/2022						
Priorities:	KPIs:	Milestones:				
<p>Priority 1 – Curriculum Recovery: Chase High will ‘pursue excellence’ by delivering its ambitious curriculum and ensure recovery from the COVID pandemic by providing the necessary support so that all pupils, especially SEND and disadvantaged, are fully prepared for the next stage of their learning.</p>	<p>1. Curriculum Review (Intent): As the result of a more ambitious curriculum offer in KS4, the percentage of pupils taking the EBacc is at least 60% for Yr10 in September 2022. There will be a further increase in uptake for 2023.</p>	<ul style="list-style-type: none"> December 2021 – curriculum review complete April 2022 – revised options process and corresponding guidance and support complete September 2022 – KPI for EBacc uptake achieved or exceeded (60%) 				
	<p>2. Curriculum planning 2021/22: Subject Leaders to identify any areas of the curriculum not sufficiently covered last academic year (2020/21) because of the pandemic and ensure this is built into curriculum planning for 2021/22. Support provided, especially for SEND and PP pupils, to ensure any gaps in knowledge and skills are addressed for targeted pupils in Yrs 11 and 13 so that KPIs are achieved</p>	Date	A8 All	A8 Disad	% Basics All	
		Dec 2021	36	34	25	
		April 22	40	38	30	
		July 22	42	40	33	
		Date	Average Result		Value Add	
		Dec 2021	D		-0.08	
April 2022	D+		-0.02			
July 2022	C -		0.00			
<p>Priority 2 – High quality teaching and learning: Chase High will ensure that all teaching is at least good as the result of <i>pursuing excellence</i> in terms of staff knowledge, pedagogy and the expectations of pupils’ learning.</p>	<p>1. Quality of teaching and learning (Implement):</p> <ul style="list-style-type: none"> 100% of teaching is good or better 30% of teaching is outstanding 0% not meeting expected standards 	<ul style="list-style-type: none"> December 2020 – 70% good+; 15% outstanding April 2021 – 85% good+; 20% outstanding July 2021 – 100% good+; 30% outstanding 				
	<p>2. Work scrutiny – quality of work (impact): 90% of books are graded good or better with no discernible difference between disadvantage and other pupils</p>	<ul style="list-style-type: none"> Dec 2021: 70% graded good or better April 2022: 80% graded good or better July 2022: 90% graded good or better 				
<p>Priority 3 – Excellent behaviour & attitudes: Chase High will create a safe, calm, orderly and positive environment to ensure that all pupils develop a positive commitment to learning, especially disadvantaged, as demonstrated through their excellent behaviour, readiness to learn and positive attendance.</p>	<p>1. Reducing fixed term exclusions: To achieve a 70% reduction in fixed term exclusions compared to Chase High’s 3 year averages by the end of the year</p>	<ul style="list-style-type: none"> December 2021: 50% reduction in autumn term FTEs April 2022: 60% reduction in spring term FTEs July 2022: 70% reduction in annual FTEs 				
	<p>2. Reducing In-class disruption: To achieve a 50% reduction in de-classings compared to Chase High’s 3 year averages by the end of the year</p>	<ul style="list-style-type: none"> December 2021: 30% reduction in autumn term de-classing April 2022: 40% reduction in spring term de-classing July 2022: 50% reduction in annual de-classing 				
	<p>3. Overall attendance Summer 2022:</p> <ul style="list-style-type: none"> Attendance of all: 95.0% Attendance disadvantaged: 94.0% 	Date	All (%)	Disadvantaged (%)		
		Dec 21	94.0	94.0		
		April 22	94.5	94.5		
	<p>4. PA attendance summer 2022:</p> <ul style="list-style-type: none"> PA all: 14% PA disadvantaged: 18% 	Date	All (%)	Disadvantaged (%)		
		Dec 21	18.00	18.00		
		April 22	16.00	16.00		
		July 22	14.00	14.00		

Priorities:	KPIs:	Milestones:
<p>Priority 4 – Outstanding Leadership and Management: Chase High will continue to ‘<i>Pursue Excellence</i>’ in terms of our of expectations and ambition (intent) to rapidly improve outcomes (impact) and drive up standards of teaching and learning (implementation) across the curriculum.</p>	<p>1. Securing a Good Overall Effectiveness SEF grading: By the end of the academic year, as a result of achieving the KPIs in the SIP, the school will be in apposition to grade itself Good for overall effectiveness.</p>	<ul style="list-style-type: none"> • Dec 21: SEF judgement is securely RI • April 22: SEF judgement is RI with elements of Good • July 22: SEF judgement is Good with external verification
<p>Priority 5 – Outstanding Personal Development: The curriculum will extend beyond the academic, vocational and technical by ensuring all pupils, especially SEND and disadvantaged, receive excellent personal development to fully prepare them to live highly successful adult lives.</p>	<p>1. SEND & disadvantaged participation in enrichment activities: 70% of SEND & disadvantaged pupils have participated in at least one enrichment activity by the end of year.</p>	<ul style="list-style-type: none"> • Dec 21: 40% have participated in an enrichment activity • April 22: 55% have participated in an enrichment activity • July 22: 70% have participated in an enrichment activity
	<p>2. Character education: LORIC will be fully embedded in the curriculum with LORIC evident in 90% of lessons and form time by year end</p>	<ul style="list-style-type: none"> • Dec 21: 70% of LW show evidence of LORIC in lessons and form time • April 22: 80% of LW show evidence of LORIC in lessons and form time • July 22: 90% of LW show evidence of LORIC in lessons and form time
	<p>3. Careers education: Gatsby benchmark achieved by the end of academic year</p>	<ul style="list-style-type: none"> • Dec 21: Gatsby benchmark areas for development identified • April 22: good progress shown on all key areas for development • July 22: Benchmark achieved
<p>Priority 6 – Excellent literacy skills: In order to provide a strong foundation for academic progress, Chase High will embed high standards of literacy across the curriculum with a specific focus on improving disciplinary literacy.</p>	<p>1. Prioritise “Disciplinary literacy” for writing across the curriculum: Most subjects to focus on developing writing skills and extended writing with a specific emphasis on SPAG.</p>	<ul style="list-style-type: none"> • Dec 21: 60% of work scrutinies show at least one example of extended writing in most subjects with personal SPAG monitoring evident. • April 22: 80% of work scrutinies show good quality extended writing and redrafting using tier 2 and 3 words with personal SPAG monitoring evident. • July 22: 100% of work scrutinies show high quality extended writing and redrafting using tier 2 and 3 words with personal SPAG monitoring evident.
	<p>2. Literacy intervention: Provide high quality literacy interventions for struggling pupils, especially those impacted by loss learning during the COVID pandemic in terms of improving reading.</p>	<ul style="list-style-type: none"> • Dec 21: Key pupils have been identified and literacy support programmes in place • April 22: Pupils reaching AR reading targets in term 2 to be above national average. • July 22: Pupils reaching AR reading targets in term 3 to be above national average and all pupils to achieve national average SS results in star testing.
	<p>3. Instil a love of reading: Pupils develop a love of reading as shown by uptake of books from the library and positive feedback from pupil surveys.</p>	<ul style="list-style-type: none"> • Dec 21: 20% increase in books being taken out of the library in Dec compared to Sept. • April 22: 20% increase in books being taken out of the library in April compared to Dec. April 22 pupil surveys show an improved love of reading compared to Dec survey • July 2022 - 20% increase in books being taken out of the library in July compared to April. July 22 pupil surveys show an improved love of reading compared to April survey.

5. SCHOOL IMPROVEMENT PLAN 2021 2022

Priority 1 – Curriculum Recovery: Chase High will ‘pursue excellence’ by delivering its ambitious curriculum and ensure recovery from the COVID pandemic by providing the necessary support so that all pupils, especially SEND and disadvantaged, are fully prepared for the next stage of their learning.

SLT Strategic Lead: AHT Danielle O’Neill **Reporting Dates to LSC:** 1st December 21 & 16th March 22

Key Performance Indicators:	Milestones:		
	December 21	April 22	July 22
1. Curriculum Review (Intent): As the result of a more ambitious curriculum offer in KS4, the percentage of pupils taking the EBacc is at least 60% for Yr10 in September 2022. There will be a further increase in uptake for 2023.	<ul style="list-style-type: none"> Curriculum review complete 	<ul style="list-style-type: none"> Revised options process and corresponding guidance and support complete 	<ul style="list-style-type: none"> KPI for EBacc uptake achieved or exceeded (60%)
2. Curriculum planning 2021/22: Subject Leaders to identify any areas of the curriculum not sufficiently covered last academic year (2020/21) because of the pandemic and ensure this is built into curriculum planning for 2021/22. Support provided, especially for SEND and PP pupils, to ensure any gaps in knowledge and skills are addressed for targeted pupils in Yrs 11 and 13 so that KPIs are achieved	<ul style="list-style-type: none"> Key pupils identified for targeted support/intervention 	<ul style="list-style-type: none"> April milestones for priority 4 are met or exceeded 	<ul style="list-style-type: none"> KPIs for priority 4 are met or exceeded

Actions:	Financial Costs	Success Criteria and Impact	Monitoring
1.1 KS4 curriculum review: <ul style="list-style-type: none"> Review options process to facilitate increased uptake in EBacc Introduce the necessary changes for the Yr9 options process Review of staffing and implement necessary changes for Sept 22 	<ul style="list-style-type: none"> Time £2000 learning resources 	<ul style="list-style-type: none"> Nov 21 – Review KS4 curriculum offer for 2022; changes to curriculum identified to secure higher EBacc entries Dec 21 – staffing changes identified Jan 22 – revised options and guidance process launched March 22 – Options process with clear guidance process April 22 – uptake from Yr9 shows that KPI have been achieved Sept 22 – new KS4 curriculum introduced 	<ul style="list-style-type: none"> Staffing information for new curriculum Options info & process Uptake of GCSEs
1.2 Curriculum Recovery and Adaptation: To ensure the curriculum is clearly planned and sequenced towards cumulatively secure knowledge and skills taking into account the impacts of any lost learning during the COVID pandemic. Leaders at all levels have a clear understanding of the gaps and revised starting points for pupils, especially SEND and disadvantaged, and have adjusted the curriculum accordingly. There will be clear alignment between each department’s curriculum intent and overall school curriculum offer.	<ul style="list-style-type: none"> Time for line management meetings 	<ul style="list-style-type: none"> Sept 21: SLs have identified gaps and new starting points in their curriculum and made necessary adjustments to their curriculum overviews Oct 21 onwards: curriculum planning is standing item in line management meetings Nov 21 onwards: DAAM identify key pupils who require support/intervention where gaps have appeared As a result of ongoing monitoring and support – KPIs/milestones achieved 	<ul style="list-style-type: none"> Curriculum overviews DAAM data for each year group – identifying pupils requiring support Line management notes and action points
1.3 Targeted Academic Support: SLs have identified pupils (prioritising those in Yr11 and 13) who require targeted intervention, including 1 to 1 and small group work, as a result of lost learning due to the COVID pandemic. The intervention will ensure that the pupils can achieve their target grades in the final exams.	<ul style="list-style-type: none"> Time for line management meetings £10000 for staffing 	<ul style="list-style-type: none"> Nov 21 onwards: SLs meet as a group after data drops to review data and identify key pupils Nov 21 onwards: DAAM monitor progress of key pupils to ensure support/intervention is having an impact using Horsforth quadrant As a result of ongoing monitoring and support – KPIs and milestones are achieved or exceeded 	<ul style="list-style-type: none"> SL meeting notes and action points Progress data for key pupils
1.4 An excellent SEND curriculum: CHS will ensure that the curriculum is adapted for pupils with SEND, including pupils in the LRB, so that they are fully prepared for the next stage of their education. This will involve a full review of SEND provision and adapting the curriculum to ensure SEND pupils’ needs are fully met.	<ul style="list-style-type: none"> Time for review 	<ul style="list-style-type: none"> Sept 21: Review of SEND/LRB completed – key actions identified Oct – Jan 22: SEND recovery plan implemented and progress monitored for impact Feb 22: Second review of SEND to assess impact April 22: SEND and LRB curriculum changes implemented to ensure SEND pupils are fully prepared for the next stage of their education. 	<ul style="list-style-type: none"> First review of SEND Recover plan Second review of SEND

Priority 2 – High quality teaching and learning: Chase High will ensure that all teaching is at least meeting the expectations of good as the result of <i>'pursuing excellence'</i> in terms of staff knowledge, pedagogy and the expectations of pupils' learning.					
SLT Strategic Lead: AHT Sarah McGarr		Reporting Dates to LSC: 26th January 22 & 6th July 22			
Key Performance Indicators:		Milestones:			
		December 21	April 22	July 22	
1. Quality of teaching and learning (Implement): <ul style="list-style-type: none"> 100% of teaching is good or better 30% of teaching is outstanding 0% not meeting expected standards 		<ul style="list-style-type: none"> 70% good+ 15% outstanding 	<ul style="list-style-type: none"> 85% Good+ 20% outstanding 	<ul style="list-style-type: none"> 100% Good+ 30% outstanding 	
2. Work scrutiny – quality of work (impact): <ul style="list-style-type: none"> 90% of books are graded good or better with no discernible difference between disadvantage and other pupils 		<ul style="list-style-type: none"> 70% graded good or better 	<ul style="list-style-type: none"> 80% graded good or better 	<ul style="list-style-type: none"> 90% graded good or better 	
Actions:		Financial Costs	Success Criteria and Impact		Monitoring
2.1 Developing typicality at Chase High: Embedding the 4 key pillars of excellent practice (STAR) that will underpin all teaching at CHS and ensure all pupils, especially SEND and disadvantaged, develop and deepen excellent subject knowledge: <ul style="list-style-type: none"> (i) Standards (ii) Teaching to the top (iii) ABC Questioning (Agree, Build and Challenge) (iv) Review, Retrieval and Recall 		<ul style="list-style-type: none"> Time for CPD and monitoring and evaluation 	<ul style="list-style-type: none"> Sept 21: STAR launched to staff Sept – Nov 21: CPD provided through Monday meetings to ensure staff understand how to implement STAR Sept 21 onwards: Monitoring to ensure STAR is being implemented. Sept 21 onwards: Frequent public celebration of success and sharing best practice. Ongoing – programmes of support where teachers are not meeting expected standards Clear evidence of greater consistency and quality of teaching and learning across the academy – as a result, KPIs achieved 		<ul style="list-style-type: none"> Schemes of Work Learning Walks Work Scrutiny Lesson Observations Termly quality of teaching reports to SLT
2.2 High quality curriculum implementation evident in books: In order to <i>pursue excellence</i> , we will ensure that pupils' books, especially disadvantaged and SEND, reflect their deep knowledge and understanding of the curriculum in each subject. Pupils will show pride in their work (PROUD). There will be clear evidence of: <ul style="list-style-type: none"> PROUD is evident in all books - Pupils' take pride in their work Extended writing in the majority of subjects pupils using technical or subject specific vocabulary and writing in grammatically correct complex sentences Evidence of stretch and challenge for all Evidence of knowledge development and progression over time i.e. the curriculum is being implemented effectively. 		<ul style="list-style-type: none"> Time for assemblies, CPD and monitoring and evaluation £600 for resources 	<ul style="list-style-type: none"> Sept 21: Re-launch of PROUD to pupils in assemblies Sept 21: Identify and launch tier 1,2 & 3 vocab per subject – coded bronze, silver, gold and platinum to support extended writing Sept 21 onwards: All subjects to complete extended writing at least once per half term and ensure differentiation allows all learners to make rapid progress. Sept 21: SLT whole school book review – ensure that expectations are constantly evident across the school Sept 21 onwards: Work scrutiny and learning walks monitor books on a regular basis to ensure standards are maintained Sept 21 onwards: Pupils not 'pursuing excellence' are monitored by pastoral teams Sept 21 onwards: Subjects to regularly review books in subject meetings As a result of the above, high levels of consistency are achieved within subjects and across the school so that milestones and KPI are met or exceeded 		<ul style="list-style-type: none"> Learning Walks feedback Work Scrutiny feedback Termly reports to SLT on quality of work in books

Actions:	Financial Costs	Success Criteria and Impact	Monitoring
<p>2.3 Consistently high expectations in classroom practice: To identify the shared expectations that demonstrate our high standards in classroom practice. To ensure that these are consistently applied</p>	<ul style="list-style-type: none"> • Time for monitoring 	<ul style="list-style-type: none"> • Sept 21 onwards: Shared expectations launched to staff and pupils. • Sept 21 onwards: monitoring of shared expectations by SLs and SLT (when on patrol) – immediately address anyone who is not meeting them • As a result of the above, far greater consistency in terms of high standards being maintained across the school. KPIs and milestones are met or exceeded 	<ul style="list-style-type: none"> • SLT feedback in SLT meetings (minutes of meetings)
<p>2.4 High quality CPD: To use the team of Lead Practitioners to develop high quality CPD to ensure staff have the knowledge and skills to meet the high expectations of CHS whilst meeting the needs of pupils in the post COVID recovery. To include developing their understanding of typicality of teaching at CHS:</p> <ul style="list-style-type: none"> • Regular CPD planned across the year on the STAR • Bespoke CPD built into appraisal process • Embed opportunities to share best practice • Focused additional support for ECTs • Developing strong subject knowledge especially for non-specialists • CPD best practice based on research i.e. National College, EEF, Chartered College, etc. • Engaging with external providers e.g. Chafford Hundred, SETSA, UCL, etc. 	<ul style="list-style-type: none"> • £5000 	<ul style="list-style-type: none"> • Sept/Oct 21 – CPD programme published • Sept/Oct 21: Development of Teacher Toolkit and resources based on best practice and research • Oct 21 – personal CPD needs identified in appraisal • Sept 21 Ongoing – best practice is identified through M&E. Opportunities are created to share best practice • As a result of the CPD, the consistency and quality of teaching is improved and having a positive impact on learning and progress • KPIs are met or exceeded 	<ul style="list-style-type: none"> • CPD programme • Feedback from staff on CPD • M&E analysis to measure impact
<p>2.5 Effective monitoring and evaluation of teaching: Redesigning the system for monitoring teaching to provide regular feedback on the quality of teaching:</p> <ul style="list-style-type: none"> • Develop new schedule for the M&E cycle • Regular reviewing of teaching built into line management processes identifying strengths and areas for development • Targeted support for staff not meeting the required standard 	<ul style="list-style-type: none"> • Time for M&E by SLs and SLT 	<ul style="list-style-type: none"> • Oct 21: New process identified and introduced to include key priorities from SIP e.g. literacy, LORIC, etc. • Termly – analysis of T&L identifying strengths and areas for concern • Ongoing – programme of support where teachers are not meeting expected standards • KPIs are met or exceeded 	<ul style="list-style-type: none"> • M&E analysis to measure impact

Priority 3 – Excellent Behaviour and Attitudes: Chase High will create a safe, calm, orderly and positive environment to ensure that all pupils develop a positive commitment to learning, especially disadvantaged, as demonstrated through their excellent behaviour, readiness to learn and positive attendance.				
SLT Strategic Lead: DHT Ashley Brien		Reporting Dates to LSC: 26th January 22 & 6th July 22		
Key Performance Indicators:		Milestones:		
		December 21	April 22	July 22
1. Fixed term exclusions: To achieve a 70% reduction in fixed term exclusions compared to Chase High's 3 year averages by the end of the year		• 50% reduction in autumn term FTEs	• 60% reduction in spring term FTEs	• 70% reduction in annual FTEs
2. Reducing In-class disruption: To achieve a 70% reduction in de-classings compared to Chase High's 3 year averages by the end of the year		• 50% reduction in autumn term de-classing	• 60% reduction in spring term de-classing	• 70% reduction in annual de-classing
3. Overall attendance Summer 2022: • Attendance of all: 95.0% • Attendance disadvantaged: 95.0%		• All: 94.0% • Disadvantaged: 94.0%	• All: 94.5% • Disadvantaged: 94.5%	• All: 95.0% • Disadvantaged: 95.0%
4. PA attendance summer 2022: • PA all: 14% • PA disadvantaged: 14%		• All: 18.0% • Disadvantaged: 18%	• All: 16.0% • Disadvantaged: 16%	• All: 14.0% • Disadvantaged: 14.0%
Actions:	Financial Costs	Success Criteria and Impact		Monitoring
3.1 Improving attendance: Monitor and analyse attendance data at whole school, cohort and group level so that any emerging trends and patterns can be identified and action taken to secure improvement as follows: • Identifying key groups and targeting support to secure improved attendance especially for SEND and disadvantaged • Rewarding pupils with 100% attendance or those who have shown significant improvement	• £2000 for rewards	<ul style="list-style-type: none"> Sept 21: Establish clear lines of accountability and reporting for attendance so that staff are held to account for outcomes and improvement is secured. Data will be regularly reported to the LSC and SLT. Oct 21: A clear structure for monitoring attendance is embedded Oct 21 onwards: <ul style="list-style-type: none"> All key stake holders have a clear picture of attendance and take action to secure improvement. Key stage leaders identify key pupils to focus on to ensure attendance does not fall below 95% EWO to target and liaise with families of key pupils Form Tutors, Heads of Year and Key Stage Directors have a clear picture of their attendance and take action to secure improvement. From weekly meetings Heads of Year identify key pupils to focus on to ensure their attendance is on or above 95% AIP KPIs and milestones are met or exceeded 		<ul style="list-style-type: none"> Attendance data – weekly and monthly Termly attendance reports to SLT
3.2 Reducing PA: Monitor the PA at whole school, cohort and group level, especially SEND and disadvantaged pupils, so that any emerging trends and patterns can be identified and action taken to secure improvement. Weekly meetings between HoY will focus on targeted support for Disadvantaged with 88-92% attendance	• Time for meetings	<ul style="list-style-type: none"> Oct 21: A clear structure for monitoring and reporting PA is embedded Oct 21 onwards: Form Tutors have a clear picture of their PA pupils and take action to secure improvement. Oct 21 onwards: From weekly meetings heads of year identify key pupils to focus on to ensure their PA is below 10% Oct 21 onwards: EWO to target and liaise with families of key pupils As a result of the above, PA KPIs and milestones met or exceeded 		<ul style="list-style-type: none"> Attendance data – weekly and monthly Year team target lists and monitoring Termly attendance reports to SLT

Actions:	Financial Costs	Success Criteria and Impact	Monitoring
<p>3.3 New Behaviour Policy: Implement a new clear and effective behaviour policy with clearly defines CHS's high expectations so that they are understood and applied fairly and consistently to ensure:</p> <ul style="list-style-type: none"> • Pupils adopt positive attitudes to learning • There is a positive and respectful culture of learning and an environment where pupils feel safe. • Creating a positive learning climate by increasing the frequency of 'on the spot' rewards 	<ul style="list-style-type: none"> • £5500 for rewards 	<ul style="list-style-type: none"> • Sept 21: A clear understanding by all stakeholders of the new behaviour policy • Sept 21 onwards: <ul style="list-style-type: none"> - New behaviour policy is applied fairly and consistently across the school - A clear structure for monitoring and reporting the number of rewards - A concerted effort to catch pupils being good and rewarding them • As a result of the above: <ul style="list-style-type: none"> - A greater number of pupils receiving rewards especially disadvantaged pupils - KPIs and milestones are met or exceeded 	<ul style="list-style-type: none"> • Half termly behaviour reports by HoY • Termly behaviour reports to SLT
<p>3.4 Positive contact with parents – developing positive contact with parents so that they are fully engaged in their child's learning.</p> <ul style="list-style-type: none"> • Ensuring they attend parents' evening • Ensure that every pupil received a positive message home during the year. • Collate the positive contacts per pupil in order to monitor who has received contact. 	<ul style="list-style-type: none"> • Time for contacting parents • £500 for text costs 	<ul style="list-style-type: none"> • Track attendance to parents evenings and other key school events • Year teams: <ul style="list-style-type: none"> - Create a hard to reach list from the point above - Target the hard to reach parents prior to parent's evenings to secure attendance - As a result, improvements in feedback from parents about the value and quality of parents' evenings • Heads of Year to monitor number of positive messages and rewards per pupil • HoY - Target those pupils who are not receiving positive messages and rewards and ensure they receive positive messages • As a result of the above: <ul style="list-style-type: none"> - Attendance and well-being improves - Attitude to learning and attainment improves 	<ul style="list-style-type: none"> • Attendance data for parents' evenings • Hard to reach list per year group • Half termly rewards reports by HoY • Termly reports to SLT (as part of the behaviour report)
<p>3.5 Reducing FTEs: Introduce the RTL (Return to Learning) facility as an alternative to FTEs to ensure learning is not disrupted. We will ensure that support is provided for pupils to reengage with their learning at the end of their RTL.</p>	<ul style="list-style-type: none"> • £60000 for staffing and building 	<ul style="list-style-type: none"> • Sept 21: A clear understanding by all stakeholders of the new behaviour policy • Sept 21: RTL room established and staffed • Sept 21 onwards: A clear structure for monitoring and reporting those in RTL is embedded • Sept 21 onwards: Key pupils identified and support put in place to reduce reoffending 	<ul style="list-style-type: none"> • Records of pupils who are placed in RTL including repeat offenders • Termly behaviour reports to SLT as part of behaviour report
<p>3.6 Emotional and well-being support: To support our vulnerable pupils following the pandemic, the school will increase the number of counselling hours available and appoint a new Safeguarding and Well Being Manager.</p>	<ul style="list-style-type: none"> • £32000 for staffing 	<ul style="list-style-type: none"> • Sept 21 onwards: More vulnerable pupils have access to counselling • Sept 21 onwards: Year Teams develop process for referring pupils for counselling • Sept 21: Safeguarding and Well Being Manager established into new role and a clear structure for monitoring and reporting is embedded • As a result of the above: <ul style="list-style-type: none"> - Attendance and well-being improves - Attitude to learning and attainment improves 	<ul style="list-style-type: none"> • Anonymised records of pupils accessing support

Priority 4 – Outstanding Leadership and Management: Chase High will continue to <i>‘Pursue Excellence’</i> in terms of our of expectations and ambition (intent) to rapidly improve outcomes (impact) and drive up standards of teaching and learning (implementation) across the curriculum				
SLT Strategic Lead: Jamie Foster		Reporting Dates to LSC: 16 th March 22 & 6 th July 22		
Key Performance Indicators:		Milestones:		
		December 21	April 22	July 22
1. Securing a Good Overall Effectiveness SEF grading: By the end of the academic year, as a result of achieving the KPIs in the SIP, the school will be in apposition to grade itself Good for overall effectiveness.		• Dec 21: SEF judgement is securely RI (externally verified)	• April 22: SEF judgement is RI with elements of Good (externally verified)	• July 22: SEF judgement is Good (externally verified)
Actions:	Financial Costs	Success Criteria and Impact	Monitoring	
4.1 Leadership CPD: To provide CPD opportunities for leaders at senior and middle leadership levels in terms of providing effective challenge and support to secure greater rigour through: <ul style="list-style-type: none"> • Coaching and shadowing especially for new leaders to the school • SLT HR CPD programme • SL meetings • Sharing best practice 	<ul style="list-style-type: none"> • Time for CPD • £1800 for SLT programme 	<ul style="list-style-type: none"> • Sept 21: A leadership CPD plan will be produced. • Sept 21 onwards: CPD programme will be implemented and its impact monitored on a termly basis with report going to LSC • Leaders at all levels are able to monitor their teams more effectively and hold them accountable for pupil outcomes and implementing the curriculum. • Any underperformance will be addressed and improved performance secured. 	<ul style="list-style-type: none"> • Needs analysis • Leadership CPD programme Impact report to LSC 	
4.2 Recruitment of excellent teachers: Developing an effective recruitment strategy to ensure the Academy appoints high quality teachers with excellent subject knowledge from good and outstanding schools – especially in EBacc subjects	<ul style="list-style-type: none"> • Up to £8000 Cost of TLRs where necessary 	<ul style="list-style-type: none"> • Sept 21: Develop a recruitment strategy to include high quality trainees • Nov/Dec 21: staffing analysis completed to identify gaps in expertise (to include Lead Practitioners) – taking into account changes to the curriculum • Jan 22 onwards: Chase High recruits good/outstanding teachers into key EBacc subjects • As a result, the percentage of outstanding teachers in increased for Sept 2022 	<ul style="list-style-type: none"> • Staffing analysis Recruitment strategy 	
4.3 Reducing Staff Workload: To review the marking and assessment policy so that it provides pupils with effective feedback so they know how to improve their work without overburdening staff workload.	<ul style="list-style-type: none"> • Time for survey and CPD for staff 	<ul style="list-style-type: none"> • Autumn term 21: Review current marking and assessment policy by surveying staff and collating evidence of best practice elsewhere • Spring 22: New marking and assessment policy published and trialled • Easter 22: Staff CPD on new policy • Summer term 22: New marking and assessment policy fully implemented 	<ul style="list-style-type: none"> • Results of staff survey and feedback • Revised marking and assessment policy 	
4.4 Excellence Local Governance: The EHT and LSC will hold the Headteacher accountable for achieving the KPIs in the AIP. There will be a clear accountability framework so that the ‘milestones’ for each priority are regularly monitored over time to ensure KPIs are achieved or exceeded.	Time	<ul style="list-style-type: none"> • Sept 21: Clear reporting structures for the SIP will be presented to the LSC and SLT – so there is clarity of responsibility and process • Sept/Oct 21: Skills analysis of LSC conducted – to identify any training needs. Where these arise, CPD will be provided so that governors have the knowledge and skills to hold SLT accountable • The LSC have a clear picture of how the Academy is performing so that they can challenge the SLT to ensure rapid progress • Increased accountability results in more rapid progress – the majority of KPIs from the SIP are met or exceeded 	<ul style="list-style-type: none"> • LSC minutes • SLT SIP report to LSC 	

Priority 5 – Personal Development: The curriculum will extend beyond the academic, vocational and technical by ensuring all pupils, especially SEND and disadvantaged, receive excellent personal development to fully prepare them to live highly successful adult lives			
SLT Strategic Lead: AHT Sean Perrotton		Reporting Dates to LSC: 1st December 21 & 25th May 22	
Key Performance Indicators:	Milestones:		
	December 21	April 22	July 22
1. SEND and disadvantaged participation in enrichment activities: 70% of disadvantaged pupils have participated in at least one enrichment activity by the end of year.	• 40% have participated in an enrichment activity	• 55% have participated in an enrichment activity	• 70% have participated in an enrichment activity
2. Character education: LORIC will be fully embedded in the curriculum with LORIC evident in 90% of lessons and form time	• 70% of LW show evidence of LORIC in lessons and form time	• 80% of LW show evidence of LORIC in lessons and form time	• 90% of LW show evidence of LORIC in lessons and form time
3. Careers education: Gatsby benchmark achieved by end of academic year	• Gatsby benchmark areas for development identified	• Good progress shown on all key areas for development	• Benchmark achieved
Actions:	Financial Costs	Success Criteria and Impact	Monitoring
5.1 Personal development provision planning: PD provision will be mapped, planned and evaluated to include: <ul style="list-style-type: none"> • Develop and deepen pupils’ understanding of British values • Develop pupils’ understanding of protected characteristics • Supporting pupils to become responsible, respectful and active citizens • Enabling pupils to recognise online and offline risks to their well-being • Developing pupils’ understanding of how to keep themselves socially, physically and mentally healthy • Providing for pupils’ SMSC education 	<ul style="list-style-type: none"> • Gridmaker & PSHE tracking software - £500 for the year • External Speaker and events - £800 • PSHE curriculum displays - £500 	<ul style="list-style-type: none"> • KPI 2 – evidence of LORIC within curriculum lessons via SISRA observe. In line with the targeted milestones • Through a term-by-term provision map, the PSHE programme will develop citizenship, deepen understanding of British values and ensure our pupils are healthy and safe. • Utilising the provision map within PSHE and auditing the co-curricular offer to ensure a full range of opportunities offered for Chase High pupils. • Ensuring High quality pastoral support via an assembly and tutor time. Ensuring there is a thorough coverage of all key topics from KS3 through to KS5. 	<ul style="list-style-type: none"> • Auditing software – Gridmaker reports • Stakeholder feedback • Pupil council and JLT feedback (half termly)
5.2 Enrichment provision and participation: To broaden the range of enrichment activities across the curriculum and ensure good participation especially from disadvantaged and SEND pupils. Where possible, activities will enable pupils excel and perform at a high level	<ul style="list-style-type: none"> • PP trip support contingency – £10 000 	<ul style="list-style-type: none"> • KPI 1 Term 1 – initial audit of full provision, identification of gaps within the provision. Pupils to participate in enrichment provision at 50% target. • Term 2 – Tutor auditing, Pupil feedback and outline of engagement areas. Tracking of clubs and trips. 75% target achievement • Term 3 - Tutor audit, pupil’s feedback and overall participation analysis. 100% target for one area. 	<ul style="list-style-type: none"> • SPE – tracking and auditing • Extra-curricular staff • Year leads and tutors for enrichment audit • Gridmaker tracking
5.3 LORIC - Character development: To continue to embed LORIC across the curriculum so that it is an integral part of SoW and the tutor time programme. Pupils will fully understand LORIC and be rewarded and recognised for demonstrating the LORIC attributes.	<ul style="list-style-type: none"> • LORIC displays and visuals for school site (£600) • LORIC awards and badges (£500) 	<ul style="list-style-type: none"> • Term 1 - SOW for subject to have LORIC embedded. This must be delivered consistently across teachers and within departments. Focus KPI 2: • Term 1 – 70% of evidence within lessons to display LORIC qualities. 70% of pupils can identify the LORIC traits and the focus within their learning at the school. • Term 2 -85% of evidence within lessons to display LORIC qualities. Pupils can identify the LORIC traits and the focus within their learning at the school. 85% of the pupils can identify the LORIC traits and the focus within their learning at the school. • Term 3 – 100% of evidence to display LORIC qualities. All of the pupils can identify the LORIC traits and the focus within their learning at the school 	<ul style="list-style-type: none"> • EMU – social media drive • Stakeholder feedback via parent surveys • JLT and pupil voice feedback

Actions:	Financial Costs	Success Criteria and Impact	Monitoring
<p>5.4 Careers education and guidance: The school will continue to provide excellent careers guidance so that good progress is made to achieving the Gatsby benchmark and the percentage of NEETs is significantly reduced.</p>	<ul style="list-style-type: none"> • £2000 for career events • £300 event catering support 	<ul style="list-style-type: none"> • KPI 3 – utilising the compass plus tracking software we will ensure: • Term 1: we are at 85% on our Gatsby benchmark scores. We will develop a new team of career champions across the staff that can ensure ownership of careers is within all subject areas and developed within our curriculum. Develop a full programme of events for the year ensuring there is relevant careers advice across the curriculum. • Term 2: we are 90% on our Gatsby benchmark scores. There will evidence of careers focus in all subject areas and this will be mapped out across our curriculum. This will be evinced in displays and within lessons. This development will be tracked via the Gatsby benchmarks and compass plus scores. • Term 3: we will have 100% on our Gatsby benchmark score. We will ensure that the compass plus evidence reflects full marks on the Gatsby benchmarks and recognises our outstanding careers provision 	<ul style="list-style-type: none"> • Gatsby Benchmark tracker
<p>5.5 RSE: CHS will fulfil its statutory duties for the RSE curriculum. Any gaps in provision over the COVID period will be identified and curriculum plans adjusted to ensure implementation by the end of the 2021/22 academic year</p>	<ul style="list-style-type: none"> • New SRE curriculum resources training - £700 	<ul style="list-style-type: none"> • We will ensure that the new curriculum delivery meets all statutory guidance across all key Stages. This will be mapped out to ensure any gaps due to COVID are addressed in the new delivery plan. • We will ensure a high quality curriculum is delivered via the new SRE team. Ensuring that all of the team are able to deliver on key areas in the SRE guidance 	<ul style="list-style-type: none"> • Line management notes • Curriculum overviews for PSHE
<p>5.6 Cultural Capital: CHS will ensure that all pupils' cultural capital is fully developed, especially disadvantaged and SEND, so that they are fully prepared for a successful adult life. We will audit current provision and use this to plan and develop what is available in each subjects' curriculum and target and support PP and SEND pupils to ensure that there are no barriers to their accessing cultural capital opportunities.</p>	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • Via the Chase High pledge we will ensure that all pupils have the opportunities and want to achieve both at school and in adult life. • Via KPIS 1-3 we will ensure that all pupils have access to a high quality PSHE/enrichment and careers programme. • Vulnerable groups will be tracked to ensure there are not barriers to them achieving across the school. They will be able to access the full range of opportunities available to them at the school. The culture capital will be captured and logged via our provision tracker. 	<ul style="list-style-type: none"> • SEND and PP tracking of attendance at activities

Priority 6: Excellent literacy skills: In order to provide a strong foundation for academic progress, Chase High will embed high standards of literacy across the curriculum with a specific focus on improving disciplinary literacy.				
SLT Strategic Lead: DHT Jill Readings		Reporting Dates to LSC: December 21 & 25 th May 22		
Key Performance Indicators:		Milestones:		
		December 21	April 22	July 22
1. Prioritise “Disciplinary literacy” for writing across the curriculum: Most subjects to focus on developing writing skills and extended writing with a specific emphasis on SPAG.		<ul style="list-style-type: none"> 60% of work scrutinies show at least one example of extended writing in most subjects with personal SPAG monitoring evident. 	<ul style="list-style-type: none"> 80% of work scrutinies show good quality extended writing and redrafting using tier 2 and 3 words with personal SPAG monitoring evident. 	<ul style="list-style-type: none"> 100% of work scrutinies show high quality extended writing and redrafting using tier 2 and 3 words with personal SPAG monitoring evident.
2. Literacy intervention: Provide high quality literacy interventions for struggling pupils, especially those impacted by loss learning during the COVID pandemic in terms of improving reading.		<ul style="list-style-type: none"> Key pupils have been identified and literacy support programmes in place 	<ul style="list-style-type: none"> Pupils reaching AR reading targets to be above national average. 	<ul style="list-style-type: none"> Pupils reaching AR reading targets to be above national average and all pupils to achieve national average SS results in star testing.
3. Instil a love of reading: Pupils develop a love of reading as shown by uptake of books from the library and positive feedback from pupil surveys.		<ul style="list-style-type: none"> 20% increase in books being taken out of the library in Dec compared to Sept. 	<ul style="list-style-type: none"> 20% increase in books being taken out of the library in April compared to Dec. April 22 pupil surveys show an improved love of reading compared to Dec survey. 	<ul style="list-style-type: none"> 20% increase in books being taken out of the library in July compared to April. July 22 pupil surveys show an improved love of reading compared to April survey.
Actions:	Financial Costs	Success Criteria and Impact		Monitoring
6.1 Literacy across the curriculum - Improving writing: Subjects to identifying how subject specific writing instruction will take place in the classroom to include extended writing using tier 2 and 3 words. It will outline SPAG strategies in addition to building skills in planning, composition and editing. Assessments in each subject must include literacy feedback (Jill Reading).	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Sept 21: Monitoring of writing built into work scrutiny process of school’s monitoring and evaluation Sept 21: Identify and launch tier 2 &3 vocab per subject – coded bronze, silver, gold and platinum to support extended writing Sept 21 onwards: Pupils know their own SPAG target for all written work. Regular use of self-check against target Oct 21: SLs have identified the opportunities for extended writing in their curriculum. Sept/Oct 21: English Dept provide support and guidance about extended writing for subjects as required Nov 21 onwards: Subjects review quality of writing as part of subject time – sharing best practice Nov 21 onwards: Monitoring shows increased extended writing opportunities are evident in books – Dec 21 milestone achieved. April 22: Monitoring shows that the quality of writing, including the use of tier 2 and 3 words, is improving across the curriculum. Milestone achieved. July 22: KPI for writing achieved. 		<ul style="list-style-type: none"> Learning walk and work scrutiny feedback Termly reports on quality of writing

Actions:	Financial Costs	Success Criteria and Impact	Monitoring
<p>6.2 Literacy Intervention: Prior attainment data and base line tests will be used to identify pupils, especially those affected by the COVID pandemic, who require additional reading intervention to boost their literacy skills. Their needs will be assessed and the appropriate intervention put in place to accelerate their reading skills (Rebecca Golding).</p>	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • Sept 21: KS3 intervention list identified and timetable of intervention published. • Sept 21: intervention staff identified and intervention periods timetabled. • Dec 21 & April 22: review of intervention list – new pupils added as required based on need. • As a result of high-quality intervention, targeted pupils reading ages improve – milestones and KPIs are achieved or exceeded. 	<ul style="list-style-type: none"> • RA lists for KS3 identifying those requiring support. • Termly reports to show impact of intervention.
<p>6.3 Reading for Learning (KS3): At least once every half term, subjects will devote one lesson to reading for learning. A piece of age related and differentiated reading will be identified with comprehension questions relating to the texts which will be scored. Progress will be monitored by the scores pupils achieve (Jill Readings).</p>	<ul style="list-style-type: none"> • Cost of resources (out of subject capitation) 	<ul style="list-style-type: none"> • July 21: Launch of Reading for learning scheme. • Oct 21: Each dept has identified the age related reading materials for KS3 classes. • Nov 21: Monitoring shows that all classes in each subject have completed their RFL activity. • Easter 22: Programme is fully embedded – subject specific reading is occurring at least once per half term. • July 22: Comprehension scores show progress is being made across the school. 	<ul style="list-style-type: none"> • LW drop and drop in • Comprehension scores.
<p>6.4 Reading strategy: We will develop a passion for reading across KS3. This will include (Amanda Giampasquale):</p> <ul style="list-style-type: none"> • Reading for Learning as in 6.3 (to replace DEAR) • Reading incentive schemes • Whole school access to the new library • Access to AR and Bedrock from home. • Form time reading for pleasure to be audited – with tutors to be given specific instruction for Guided Reading strategies. • Visiting authors • Special reading activities, competitions and themed activities 	<ul style="list-style-type: none"> • £5000 for additional books • £200 for library resources for events and activities 	<ul style="list-style-type: none"> • Sept 21: Whole school given access to library – before school, breaks and after school • Sept 21: guided reading built into form time for all KS3 pupils. • Sept 21: Reading Race launched across the school (to preplace DEAR) – once per half term (subject specific comprehension exercise) • Oct 21: Librarian publishes calendar of library events to promote a love of reading throughout the year to include visiting authors and competitions • Oct 21: Bedrock made available to all KS3 pupils to access at home. English dept to set use of Bedrock as HW • Oct 21 onwards: Pastoral teams monitoring and supporting guided reading in form time – celebrate successes in assemblies. • Dec 21, April 22 and July 22: Pupil surveys show an improved love of reading from the autumn term baseline survey • As a result of this action – milestones and KPIs are met or exceeded. 	<ul style="list-style-type: none"> • Library withdrawals • Learning walk feedback from pastoral teams (guided reading) • Pupil surveys – Dec, April and July.

6. SIP MONITORING AND EVALUATION REPORTING CYCLE FOR LSC AND SLT 2021/22

	Dates (Wednesdays)	GOVS 6 Oct	SLT 17 Nov	GOVS 1 Dec	SLT 12 Jan	GOVS 26 Jan	SLT 2 Mar	GOVS 16 Mar	SLT 11 May	GOVS 25 May	SLT 22 Jun	GOVS 6 July	
Priority 1- Curriculum	Danielle O'Neill	Launch of the SIP to Governors	X	X			X	X					
Priority 2 – High quality teaching	Sarah McGarr				X	X					X	X	
Priority 3 –Behaviour & Attitudes	Ashley Brien				X	X					X	X	
Priority 4 – Leadership & management	Jamie Foster							X	X		X	X	
Priority 5 –Personal Development	Sean Perrotton		X	X						X	X		
Priority 6 –Literacy	Jill Readings		X	X						X	X		

7. SIP FINACIAL COSTING SUMMARY 2021 2022

Priorities	Financial Costs	Costs and Budget Heading
PRIORITY 1- CURRICULUM	£12000	<ul style="list-style-type: none"> • £2000 Resources • £10000 Staffing
PRIORITY 2 – HIGH QUALITY TEACHING	£5600	<ul style="list-style-type: none"> • £5600 CPD budget
PRIORITY 3 – EXCELLENT BEHAVIOUR & ATTITUDES	£100000	<ul style="list-style-type: none"> • £8000 Rewards • £52000 Staffing • £40000 Building
PRIORITY 4 – LEADERSHIP & MANAGEMENT	£9800	<ul style="list-style-type: none"> • £8000 Staffing • £1800 CPD
PRIORITY 5 – OUTSTANDING PERSONAL DEVELOPMENT	£15900	<ul style="list-style-type: none"> • £10000 Pupil Premium funding • £2300 Careers • £1900 LORIC • £500 PSHE • £700 CPD • £500 ICT
PRIORITY 6 – LITERACY	£5200	<ul style="list-style-type: none"> • £5200 Library resources