

What is Pupil Premium?

Pupil Premium is additional funding for schools based on the number of pupils in compulsory education (not in Sixth Form) who are eligible for Free School Meals; those pupils who have been eligible for Free School Meals in the last six years (Ever 6); pupils who are in Care of the Local Authority (Children in Care - CiC) and Adopted from care. The school receives Pupil Premium for pupils eligible for Ever 6 money in each financial year based on the numbers of pupils recorded on the School Census the previous January. Pupils classed as CLA or Adopted from Care, are funded based on being on the school roll each term.

What is the funding for Pupil Premium?

The amount per pupil that the school receives is:

- Pupil Premium £935
- Children in Care and Adopted from Care £2345; Bradford LA retains 50% of funding and Walsall LA 100% of funding, under the direction of the LA Virtual Head teacher for Children in Care

How much funding did the school receive in the 2020 to 2021 financial year for pupils recorded on the census for the previous year?

Group	Pupil Numbers	Funding	Amount	Allocation
Pupil Premium				
Year 7	77	£955	£306,555	£343,836
Year 8	69			
Year 9	54			
Year 10	64			
Year 11	57			
Children in Care	29	£2345		
Bradford LA (50% retention)	27		£31,658	£29,703
Calderdale LA	1		£2,345	£2,100
Walsall LA (100% retention)	1		£2,345	£0
FSM Supplementary Grant				£12,600
Total Pupil Premium Funding				£391,614
Actual spend				£433,256.51

How is Pupil Premium funding used?

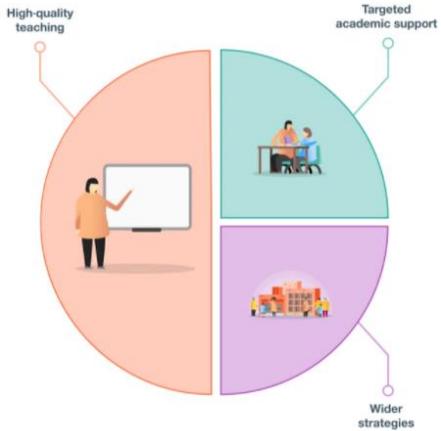
The Pupil Premium funding is spent on a range of interventions that are both integrated into the learning of pupils and targeted to provide specific support or resources for those pupils who are eligible for this funding. We have continued to fund a range of programmes which have previously had a positive impact on outcomes for Disadvantaged Pupils and they are ones which have a research and evidence base (see <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/promising/>).

The school has a strong focus on inclusion; the profile of each Year Group is variable each academic year; Disadvantaged pupils in receipt of Pupil Premium range from being Low to High prior attainment at KS2. A number of pupils display a range of SEMH traits and a number of these pupils are high on entry based on KS2 outcomes. The school has systems in place to monitor and support pupils to avoid exclusion and ensure they achieve to be able to progress to the next stage in their education, employment or training. The focus in 2019 to 2020 was on raising standards for all pupils and securing grades 9 to 4 in English and Mathematics as well as ensuring the best possible outcomes to support pupils in their next steps for Education, Employment and Training.

What is the range of intervention and support?

Intervention	Scope and rationale	staff	Detail of intervention	Budget spend	Impact
Free School Meals	Take-up value of FSM to ensure pupils are having a nutritional meal	N/A	Total FSM budget. Head cook for Innovate monitors pupils' food habits Response to periods of self-isolation due to COVID-19 resulted in issuing supermarket vouchers	£70,271 £4,176	School's own data and that produced by Innovate, the school's catering provider shows there is a 78% take-up of free school meals. In adherence to Government guidance, many pupils had to self-isolate who were eligible for FSM – the issuing of supermarket vouchers ensured safeguarding was effective. All pupils are in correct uniform and this is monitored by Form Tutors and Assistant Year Leaders and support is given to those pupils who come into difficulties in purchasing uniform All pupils are given equality of opportunity in accessing enrichment activities albeit these were limited because of COVID-19
Uniform clothing allowance	£26 per student per annum	N/A	This is a voucher scheme for low income families to ensure they can purchase school uniform	£3,328.00	
Inclusion	Hardship funding distribution to support families and their children in having equality of opportunity	Pastoral Leaders make requests to Headteacher or Deputy Headteacher or Assistant Headteacher Inclusion	This is a budget overseen by the Senior Leadership Team to support Pastoral Teams in meeting specific needs of pupils from low income families. This includes the purchase of ICT resources to support equality of access to provision	£310.51	

Analysis of assessment outcomes by category for each year group monitored at key points reflecting the impact of lockdowns and remote learning shows variability of levels of progress between year groups and between categories of pupils. Outcomes for children eligible for Pupil Premium in Years 7, 8 and 9 are on average in line with the year group average; in Year 10 (Year 11 2021-2022) outcomes are below expected levels and are subject to more intensive programmes in the 2021-2022 academic year.

Intervention	Scope and rationale	staff	Detail of intervention	Budget spend	Impact															
Personalisation of Learning - Quality First Teaching and Progress Mentors (Targeted Academic Support)	<p>Based on the Education Endowment Foundation (EEF) School Improvement Strategies model (below), investment was made in both Quality First Teaching (QFT) and Targeted Academic Support as two strands of support to improve outcomes for children eligible for Pupil Premium</p> 	<p>MOR overview of strategy and recruitment of Mentors</p> <p>BAR lead on implementation of work of Progress Mentors</p> <p>FLD lead on QFT</p>	<p>An action plan linked to the school's Personalisation of Learning Strategy details the school's programme of intervention – these link to the EEF – see Training Programme and Personalisation, Reengagement and Accelerated Learning</p>	<p>Leadership responsibility time £18,000</p>	<p>On average all children eligible for Pupil Premium have attained 10 GCSEs of grade 3+ for the last four years; Attainment 8 in 2021 is an average of 8 grades at Grade 4+</p> <p>All pupils go on to further education, employment or training; the November report on NEET shows for the eighth consecutive year the outcome for Year 11 is 0% NEET</p> <p>End of Year 11 data for children eligible for PP:</p> <table border="1"> <thead> <tr> <th></th> <th>2019</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>P8</td> <td>-0.49</td> <td>-0.35</td> </tr> <tr> <td>Eng Lang</td> <td>-0.79</td> <td>-0.49</td> </tr> <tr> <td>Eng Lit</td> <td>-0.89</td> <td>-0.32</td> </tr> <tr> <td>Maths</td> <td>-0.15</td> <td>-0.03</td> </tr> </tbody> </table>		2019	2021	P8	-0.49	-0.35	Eng Lang	-0.79	-0.49	Eng Lit	-0.89	-0.32	Maths	-0.15	-0.03
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<p>To supplement the work of the HLTA Progress Leader at KS4 (see below) a KS3 Behaviour Progress Mentor was recruited to support Pastoral Teams with individual pupils at risk of disengagement from learning and at risk of poor behaviours that could lead to fixed-term exclusion</p>	<p>BAR overseeing work of HLTA Behaviour Progress Mentor</p> <p>HLTA Behaviour Progress Mentor</p>	<ul style="list-style-type: none"> To assist pupils, under the direction of the Senior Leader Achievement, Pastoral Leaders and Pupil Support Leader in following educational programmes and activities. To work as directed in meeting the educational needs of targeted groups of pupils to ensure they achieve the best possible outcomes as they make progress throughout their time at school To work with key groups of pupils and individuals to support them in overcoming barriers to learning To sensitively and effectively implement ways of working with identified individuals and groups of pupils who have challenging behaviours and who may be reluctant learners 	<p>£31,210 (including on costs) Pro rated to 2 terms £20,806</p>	<p>Detailed analysis shows: 57 pupils on FSM with a P8 of -0.27 11 pupils on Alternative Provision with a P8 of -2.37:</p> <p>46 pupils on FSM, in school, accessing full-time education achieved a P8 score of -0.07; all pupils are now at Sixth Form, College or apprenticeship</p> <p>2 pupils are Service Children, in school, accessing full-time education achieved a P8 score of +0.26; both on courses at a college</p>																

Intervention	Scope and rationale	staff	Detail of intervention	Budget spend	Impact
			<ul style="list-style-type: none"> To implement agreed work programmes with individuals / groups, in or out of the classroom to support them in achieving the best possible outcomes as they progress through school. This could include those requiring detailed and specialist knowledge in particular areas and will involve the planning of lessons; management of data and preparation of resources. 		3 pupils are CiC, in school, two with an EHCP achieved a P8 score of -0.31; two pupils at college and one at TSS Sixth Form
HLTA Progress Leader at KS4	<p>To assist pupils, under the direction of the Senior Leader Achievement and Pastoral Leaders in following educational programmes and activities.</p> <p>To work as directed in meeting the educational needs of targeted groups of pupils to ensure they achieve the best possible examination outcomes by the end of Key Stage 4</p>	Term time only plus 15	To implement agreed work programmes with individuals / groups, in or out of the classroom to support them in achieving the best possible examination outcomes at the end of Key Stage 4. This could include those requiring detailed and specialist knowledge in particular areas and will involve the planning of lessons; management of data and preparation of resources.	<p>£31,210 (including on costs) Pro rated to 2 terms £20,806</p>	
National Collaborative Outreach Programme (NCOP)	This is a new programme, nationally funded which aims to increase the number of young people from disadvantaged backgrounds in higher education by 2020	0.5 FTE	See separate NCOP Report	DfE Funded	See separate NCOP Report
Y11 progress intervention	Breakfast clubs, lunchtime and other interventions; Targeted Maths and English interventions and breakfast clubs which include use of Lifetracks and after school clubs to support	12	<p>1 period per teacher per week; 5 teaching and 5 support staff; 1 period per week each; No ICT resources included</p> <p>Work was produced online using Microsoft Teams and</p>	£14,319	A range of case studies demonstrate the positive impact the LSC, Behaviour Support and Pastoral Teams have had on individual pupils through a strong ethos of inclusion.

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	intervention of pupils identified as underachieving based on data entry.		welfare checks made weekly to ensure work was being accessed		All pupils go on to further education, employment or training; the November report on NEET shows for the eighth consecutive year the outcome for Year 11 is 0% NEET									
Learning Support Centre	LSC management and leadership	2	<p>This is a fully staffed provision that supports pastoral and behaviour teams to meet the learning needs of specific pupils – several whom are Pupil Premium.</p> <p>Pupils may be referred to the LSC for additional learning support within the school day and outside of the school curriculum</p> <p>This transferred to online support using Microsoft Teams – LSC Leader made daily and at least weekly contact – support provided in school by HLTA</p>	£26,654	<p>Year 11 pupils at risk of Permanent Exclusion and placed on Alternative Provision and supported by LSC and AP staff</p> <table border="1"> <thead> <tr> <th></th> <th>2019</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Average P8</td> <td>-3.34</td> <td>-2.28</td> </tr> <tr> <td>NEET</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Data returns to the Local Authority shows a reduction in overall Fixed-Term Exclusions and a sustained level of no Permanent Exclusions.</p> <p>No Child in Care had either a permanent or fixed-term exclusion.</p> <p>No Service Child had either a permanent or fixed-term exclusion</p> <p>The percentage of pupils who are FSM and had fixed-term exclusion is 4.03% which is significantly below the 2016-2017 national figure of 10.10%.</p>		2019	2021	Average P8	-3.34	-2.28	NEET	0	0
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Inclusion and Alternative Provision	Pupils who find mainstream education a challenge are provided with internal support and in some cases at KS4 additional education provision outside of the normal timetabled day	1 Support Staff Term Time Only	A member of staff has been assigned the role of Behaviour Mentor to monitor and support the learning of pupils who are Disadvantaged and who often struggle in a mainstream setting. In addition this role provides additional education support outside of the usual school day for a small number of pupils who respond well to 1:1 support without distraction	£13,421 £1,400										

Intervention	Scope and rationale	staff	Detail of intervention	Budget spend	Impact
			of a larger than average secondary school setting		
Alternative provision	Pupils who find mainstream education a challenge at KS4 are provided with a programme of work in a number of different Alternative Curriculum settings	1 Support 0.5 FTE Teacher Range of providers	A full time member of the Support staff works with Pastoral Teams and Deputy Headteacher to ensure those pupils who are challenged by mainstream education are placed in a range of Alternative Provision settings including for example Pipeline, JAMES The attendance and progress is monitored with some additional support provided by our Learning Support Centre A range of providers are used to support pupils in challenging circumstances continue in education outside of the mainstream curriculum; typically pupils in Year 9 may access provision for 1 to 2 days per week as part of their 25 hours per week entitlement whereas pupils in Years 10 and 11 may have a combination of alternative provision, work experience and access to the LSC for their 25 hours entitlement.	£48,700 £36,395	Persistent Absentees (PA) with 10% more, at 41.1% is above the 2016-2017 national average of 13.6%; there is no national data to compare PA during COVID-19 In response to the concerns raised by families of pupils and the level of school refusal as a consequence of COVID-19, TSS established a Safeguarding Monitor team to have regular contact with families whose children were not attending school during this time
Pastoral support and attendance intervention	Additional support by year team to focus on good behaviour through rewards and sanctions. Attendance Manager to focus on "hard to reach" families; encourage and support	11	A significant amount of resource was placed on ensuring safeguarding of vulnerable pupils and led to Business Case 1 to further develop the partnership work and relationship building	£44,682 £11,037 £12,083	A range of case studies demonstrate the positive impact this team has in working with a range of agencies to support young people and their families

Intervention	Scope and rationale	staff	Detail of intervention	Budget spend	Impact
	Disadvantaged pupils to attend school		needed with hard to reach families 5 teachers (2 periods per week) and 5 AYLs (0.5 days per week)		
Wellbeing	A number of Disadvantaged students display mental health issues including anxiety. A team of staff has been established to support vulnerable young people at risk through counselling, open door policy and referral through Year Teams	2	1 full time and 1 part-time Support Staff	£64,260	A range of case studies demonstrate the positive impact this team has in working with a range of agencies to support young people and their families
Children in Care	Specific, targeted support is provided for individual children	A range of providers and in-house intervention and support	A range of interventions include therapeutic support and academic mentoring. In addition, learning resources are provided to support improved outcomes	£6,608	3 pupils in Year 11 achieved an average P8 of -0.31
				£16,000	Analysis of achievement shows
				£433,256.51	

Personalisation, Reengagement and Accelerated Learning

EEF Guidance	Personalisation of Learning	Reengagement and Accelerating Learning
<p>1 Schools can make a difference</p> <p>Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. Schools have demonstrated how great teaching and careful planning can make a huge impact on the outcome.</p>	<p>Knowing your groups</p> <p>Teachers use Class Charts Seating plans software to strategically seat pupils in the classroom, based on a number of criteria (current grade, target grade, SEND, progress indicators). This data is looked at carefully alongside any pastoral priorities and information from Achievement Support so that a fully rounded profile of each individual learner is established.</p>	<p>The practice in use of Microsoft Teams significantly improved with many positive responses from parents/carers as they reported the high level of engagement by their children; members of staff have become more innovative in they way they use the application to ensure curriculum content is available and support is provided. In context of the national impact of COVID-19, there are pupils and students who have not engaged as effectively as others and the disparity in access to IT and motivation to engage was addressed through regular contact with families, distribution of devices and effective monitoring systems. However, there is a clear gap between groups of pupils who have engaged and those who have not. The challenge is to ensure engagement in learning and acceleration of learning is inclusive to allow all pupils/students to achieve expectations.</p> <p>(See Research and Rationale Guide for March 2021)</p>
<p>2 Evidence can help</p> <p>Evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions.</p>	<p>Research and Expertise</p> <p>Whole school CPD is rooted in the latest research. Each Faculty has established a detailed Joint Practice Development Programme which captures the latest research in Learning and Teaching to drive forward schemes of learning. Teachers are encouraged to 'take risks' in the classroom in order to drive learning for each individual. Following long periods of lockdown in recent months, teachers are refocusing on pupils being 'ready to learn', a newer sub-strategy of the Positive Behaviour Strategy.</p>	<p>(See Strategic Priorities 1 and 4)</p> <p>(See T&L March Return - Research and Rationale Guide)</p>
<p>3 Quality Teaching helps every child</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the</p>	<p>Deep Questioning</p> <p>Pupils at Titus Salt are encouraged to be active participants in each lesson. Teachers are developing skilful strategies in questioning, for example no hands up questioning, hinge questioning and whole group questioning to promote resilience and ambition in learners. Pupils receive positive role-modelling and</p>	<p>In a reengagement curriculum, quality first teaching should be at the heart of every learning experience. In response to the weight of loss many our learners will have undoubtedly experienced, we will also need to carefully consider our 'levers' of recovery. Many of us will focus on the recovery of lost knowledge, but this does not necessarily recognise the bigger picture. Now is the time to return to the more humane approaches to Teaching and Learning,</p>

EEF Guidance	Personalisation of Learning	Reengagement and Accelerating Learning
<p>Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.</p>	<p>structure so that verbal and non-verbal responses are thorough. Pupils are encouraged through questioning that it is alright to make mistakes, provided that this promotes further learning. Impactful feedback At Titus Salt we are encouraging independence in learning. Faculties use a bespoke marking and feedback policy so that individual learners receive comments that are kind, specific and useful. Promoting self-regulation allows learners to take an increased responsibility in their learning and respond more swiftly and effectively to the ethos of 'just in time and just for me'. Marking for literacy through specific marking codes across each subject is central to this aspect of Personalisation.</p>	<p>focusing on fundamental wellbeing. A reengagement curriculum Should take into consideration the 5 levers below as a systematic, relationships-based approach to reigniting the flame of learning.</p> <p>(See Strategic Priority 1) (See T&L March Return - Research and Rationale Guide) (See T&L March Return - Quality First Teaching Guide)</p>
<p>4 Implementation matters The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.</p>	<p>Embedding Knowledge Each lesson at Titus Salt contains a clear learning outcome and is rooted in Assessment for Learning – where am I presently, where do I need to aim and how might I achieve this. CPD in school is continually focused on embedding knowledge through low stakes questioning, spiralling of learning, interleaving of topics and use of knowledge organisers. Teachers aim to create challenge in learning and ensure that all learning has a clear purpose and is linked to the wider schemes of learning.</p>	<p>The Reengagement and Acceleration of Learning has become an ongoing process addressed through strategic reviews of the curriculum and agreement to begin new curriculum content at the point of each "school reopening"; through the already established "Spiral Curriculum" that allows for retrieval, inter-leaving and re-visiting of curriculum content and in-lesson assessments to inform planning and curriculum delivery.</p> <p>(See Strategic Priority 1) (See Business Case 2)</p>
<p>5 Support middle and high attainers too The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers.</p>	<p>Knowing your groups Teachers use Class Charts Seating plans software to strategically seat pupils in the classroom, based on a number of criteria (current grade, target grade, SEND, progress indicators). This data is looked at carefully alongside any pastoral priorities and information from Achievement Support so that a fully rounded profile of each individual learner is established.</p>	<p>(See T&L March Return - Research and Rationale Guide) (See T&L March Return - Quality First Teaching Guide)</p>
<p>6 Pupil Premium spending</p>	<p>Personalisation of Learning at Titus Salt School should be viewed as an on-going process that accommodates</p>	<p>(See Strategic Priority 1) (See T&L March Return - Research and Rationale Guide)</p>

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<p>The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.</p>	<p>the individual needs of pupils in school. It ensures that teaching allows learners to access opportunities to make at least their expected progress in relation to their ability. Carefully selected activities will support and challenge all learners (including the less able and the highest achievers) to always give of their best. Personalisation is achieved when based upon an informed review of the pupils' learning, through a diagnostic and formative assessment procedure. Progress from the different starting points and target grades of pupils are taken carefully into consideration when pitching learning objectives. Reference is made to this on Class Charts seating plan software. Personalisation within classes therefore takes account of pupils' current attainment and target grades, set in the context of reaching their full potential. Other professional judgements through diagnostic and formative assessment may reshape teachers' initial strategies over time, but this data remains central to the personalisation strategies used in the classroom.</p>	<p>(See T&L March Return - Quality First Teaching Guide)</p>
<p>7 Targeted Academic Support Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	<p>Following extensive research on the most effective strategies (modelled on John Hattie's effect sizes of influences related to achievement, we have highlighted as a school the key drivers for success in terms of both teaching and learning.</p>	<p>Teachers will need to take into account what hasn't been taught when framing the reengagement curriculum. Some pupils may have thrived on home learning (and made excellent progress) but we know that have been disengaged (and will have regressed in their ability to learn effectively). Whilst schools will naturally need to address the attainment gap (for many pupils) when September comes, the most significant gap (for many pupils) will be the engagement gap, but this should not mean that the curriculum narrows in any way or becomes backward-facing. The perception gap (pupils overestimating, underestimating or not able to articulate where they are in their current learning)</p> <p>(See Strategic Priority 2) (See Business Case 3) (See T&L March Return - Quality First Teaching Guide)</p>
<p>8 Wider Strategies Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</p>		<p>The first national lockdown further sharpened the focus on Safeguarding and the need to review current systems of linking attendance to potential safeguarding concerns. To support the development of relationships with parents/carers, the school has previously had a Home School Liaison Officer who did a great deal of parental engagement work with varying success on improving attendance. As the local emphasis changed to the use of fines administered by the Education Social Worker Service to bring pressure to bear on families for children to attend school, and with a change in personnel, the recruitment of an Attendance Officer</p>

EEF Guidance	Personalisation of Learning	Reengagement and Accelerating Learning
		<p>with an Attendance Manager focused on improving attendance levels for different categories of pupils which also had varying success.</p> <p>(See Strategic Priorities 2, 4 and 5) (See Business Cases 1 and 3) (See T&L March Return - Quality First Teaching Guide)</p>

★ Personalisation Training Overview 2020-21 ★

Date	Personalisation Agenda	Session content	Session Leader	Audience	Impact
040920	Accelerating Learning	<p>Teams session: An introduction to accelerating learning following lockdown</p> <p>A brief introduction to the potential 'engagement gap' facing learners upon their return to school. The full document is included in the <i>Planning for full reopening for September 2020</i> overview sent to teachers and parents/carers.</p> <p>http://allianceforlearning.co.uk/covid-19/recovery-post-covid-19/ https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/distance-learning-rapid-evidence-assessment/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=remote https://jamesdurran.blog/2020/07/06/resuming-the-curriculum-september-2020/</p>	FLD	Whole school	Shared understanding of T and L expectations and an opportunity for Faculties to investigate how to model expectations, address gaps and assess accurately.
070920	Knowing your Groups	<p>PowerPoint with video recording: Revised approach to Using Class Charts for seating plans</p> <p>A step-by-step guide to setting up and using the different functions on Class Charts. The recording is saved for future training needs in the school P: drive</p>	FLD	Whole school	All teachers have logged on to class charts. 2 teachers presently being supported in making these documents more purposeful.
070920	Teams training	<p>Live recording of Teams training: Setting up and accessing Microsoft Teams</p> <p>A step-by-step guide to setting up and using the different functions on Microsoft Teams. The recording is saved for future training needs in the school P: drive</p> <p>https://education.microsoft.com/en-us/library?contentType=course</p>	FLD/RGR	Whole School	Microsoft Teams training has led to all staff setting up their Teams. A pupil guide has followed and has been sent to parents and carers, teachers and pupils
160920	Knowing your Groups Deep questioning Embedding Knowledge	<p>Teams session: Strategic use of seating plans</p> <p>A live Teams meeting for all staff to investigate the strategic use of Seating plans. The recording is saved for future training needs in the school P: drive</p>	FLD	Whole school	See point above on Class Charts

250920	Embedding Knowledge Research and Expertise	<p>Teams session: Accelerating Learning</p> <p>1 Accelerating Learning: Identifying and addressing gaps in pupils' understanding. 2 Accelerating Learning in practice at Titus Salt 3 Practical strategies to utilise Teams interactively, incorporating the use of the feedback cycle 4 Staff wellbeing session</p> <p>https://tntp.org/covid-19-school-response-toolkit/view/learning-acceleration-guide https://www.evidenceforlearning.net/recoverycurriculum/</p>	FLD, RNS, CRV, CHI, JEV, YNG, RMA	Whole School	Teams set up for all classes. Workflows established with pastoral leaders. Faculties revising curriculum plans and organising hard copies of work for remote learning
11/11/20	Embedding Knowledge Impactful Feedback	<p>Teams session: Assessment for Learning</p> <p>Sharing best practice from around the school 10 top tips for assessment for learning focusing on the importance of live modelling, what a good one looks like and self-coaching</p> <p>https://www.ghill.org.uk/post-covid19/post-covid-19-resources/</p>	FLD (CRV, RMA, JEV)	Whole School	Faculties now have a recording of the session which allows them to tap into a number of AfL strategies to ensure that pupils have a live model to work from. Follow up to occur during lesson visits this half term
26/11/20	Research and Expertise	<p>Training Day:</p> <p>1 Positive Behaviour Strategy – Minimising low level disruption 2 Dealing with significant behaviours 3 Positive Framing and Language of Choice 4 Developing relationships</p> <p>https://www.teachertoolkit.co.uk/2014/10/25/brilliant-behaviour-by-teachertoolkit/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=behaviour%20for%20learning</p>	DTA, SIM, HAD, PUN, GDF WLC, PE Faculty	Whole School	Teachers have a wide variety of Behaviour for Learning strategies to explore (before heading for the Positive Behaviour Strategy codes).
040121	Teams training	<p>Live recording of Teams training: Setting up and accessing Microsoft Teams</p> <p>A step-by-step guide to setting up and using the different functions on Microsoft Teams. The recording is saved for future training needs in the school P: drive</p>	FLD/RGR	Teachers who had missed the previous trainer and those	Microsoft Teams training has led to all staff setting up their Teams. A pupil guide and staff guide have followed and have been sent to parents and

				requiring a refresher	carers, teachers and pupils
040121	Teams training	<p>Live recording of Teams training: Delivering Live Lessons</p> <p>A step-by-step guide to delivering live content https://educationendowmentfoundation.org.uk/news/eef-blog-live-teaching-and-pre-recorded-video-lessons/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=live%20lessons</p>	FLD/RGR	Whole School	Microsoft Teams training has led to all staff being able to deliver live content, create voice over PowerPoints and set work in Assignments
150121	Teams Training	<p>Live recording of Teams training: Delivering Live Lessons</p> <p>A step-by-step guide to delivering live content https://educationendowmentfoundation.org.uk/news/eef-blog-live-teaching-and-pre-recorded-video-lessons/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=live%20lessons</p>	FLD	ITE Trainees	Microsoft Teams training has led to all staff being able to deliver live content, create voice over PowerPoints and set work in Assignments
200121	Teams Training	<p>Live recording of Teams training: Delivering Live Lessons</p> <p>A step-by-step guide to delivering live content https://educationendowmentfoundation.org.uk/news/eef-blog-live-teaching-and-pre-recorded-video-lessons/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=live%20lessons</p>	FLD	3 new teaching colleagues	Microsoft Teams training has led to all staff being able to deliver live content, create voice over PowerPoints and set work in Assignments
030221	Teams Top Tips	<p>Live recording of Teams training: Investigating third party software and the use of Teams quizzes and polls for low stakes assessment</p> <p>A step-by-step guide to delivering live content is saved for future training needs in the school P: drive</p>	FLD	Whole School	This training has led to staff being able to set up quizzes and polls on Teams. Several colleagues shared third party software to promote engagement in learning
280421	Behaviour for Learning	<p>Live recording of Teams training: Training and consultation on STAR (Behaviour for Learning)</p> <p>A redesign of the Personalisation Agenda to reprioritise following COVID. Simple common strategies to follow when preparing pupils for learning</p>	TRU FLD DTA	Whole School	STAR strategy now part of 'Ready to Learn' in the Research and Practice section of whole school personalisation.

		https://www.teachertoolkit.co.uk/2014/10/25/brilliant-behaviour-by-teachertoolkit/			Impact to be monitored in HT6 lesson visits
060521	Immersive Reader	<p>Session with DSP/SEND staff on using Dictation and Immersive Reader in Office 365</p> <p>An introduction to the more enhanced accessibility functions in Office 365 to support teaching and learning of learners with specific needs</p> <p>https://education.microsoft.com/en-us/course/e02f490e/overview</p>	FLD	Whole School	Accessibility options explored with Amelia Salt colleagues. Training to be delivered to MFL and English faculties and elements to be included in September training day