

All Through Academy Sub-Committee Meeting



Sub-Group: Vulnerable Group

Date: 02.12.20

Attendees: DOn, LJn, RCi, JTn. Nicola Read joined at 5.15 pm

Time: 4 pm

Actions for members of the committee

- First meeting of vulnerable sub group. Last week's Curriculum meeting worked very well.
- **Terms of Reference:**
- We should have something in place for all the sub groups. There will be a need to get full e Board approval for the different way of organising governance as an all-through.
- The Terms of Reference were confirmed.
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- **Progress around Disadvantage:**

SEND, Disadvantage, PP.

Every Child Counts: No Child Left Behind [New Strapline]

Young Carers: Update

Young carers currently supported on an individual basis as we cannot mixed Year Group bubbles. There has been a huge impact due to COVID.

Notice Boards are updated weekly, offering support and advice.

During Year Group isolations; 1:1 calls are made home to support students.

Any safeguarding is reported on CPOMS under the Young Carers category.

Our young carers are mainly caring for a parents or sibling. They often struggle to engage and socialise outside of school and sadly during COVID, there has not been the usual trip to the cinema and McDonalds for a Christmas treat [funded by a staff cake sale].

Staff are updated as to who the young carers are.

Julie Felski, Young Carer's Lead, has supported 4 other CLF academies.

- **Pupil Premium: briefing by JTn**

Strategy Statement shows there are 236 PP students across the all-though at KOA. 185 secondary, 56 primary.

Each stage: compared PP against not PP. There is a significant gap from EYFS – Year 5.

EYFS - Reading is comparable.

There is a language gap when joining school so support is needed very quickly.

Attendance is low and a key thread. The Acorn has worked very hard to get the students in this year.

Year 2 – significant gap.

Although during lockdown welfare calls were made and FSM vouchers were sent, so we knew they were safe and happy; the learning was difficult to reach!

Attendance is closer in Year 1 and 2 but there is still a gap.

Year 4 – Reading interventions/joy of reading. Doing better.

Significant gap in other areas.

Attendance gap is better but attendance percentage for the year group is worse.

Year 11 attainment.

There is a 31% gap in basic English and Maths.

Progress 8 is fairly positive.

Baseline – working up.

We need to be looking at KS3 as well, keeping data simple.

Barriers for PP students:

Self-Deselection:

PP students are more likely to opt out through non-attendance at school, non-participation with remote learning and self-deselection in the classroom.

Student voice suggests there is a fear of failure and measured risk taking.

Aspirations:

Students attend school because they feel a sense of success.

Students are supported to engage with remote learning.

Teachers use strategies to mitigate self-deselection

Students' needs are supported by calm, consistent adults.

KPI:

Attendance and remote engagement is about 94%

Participation is regular, including P7, online, home learning, parental engagement, clubs

Missed learning decreases.

Disadvantaged Strategy Launched during Terms 1 and 2. Firstly through SLT and then key colleagues [Adam Blake, Angeline Gilardoni, Jodie Bennett].

Early barriers with literacy skills.

Myths about low aspirations.

Curriculum pathways

Simon and Sarah are reviewing the curriculum, making it relevant to Kingswood by talking to the disadvantaged students to see life through their eyes.

Long term aspiration.

Reading to be aligned.

Engaging early on how to produce strong relationships.

Online reading programme for accelerated readers. Students love it! Post pandemic, primary to use English IT room more.

Disadvantaged Improvement Plan:

Curriculum:

All-through review and planning

Term 2 and 3 – through the eyes of the most disadvantaged

Reading – aligned

Early Years – identification and intervention

Pastoral:

Learning behaviour expectations for most vulnerable in KS4

Aligned values, vision and approach.

Leadership:

Disadvantaged focus at every level – **Every Child Counts: No Child Left Behind.**

Understanding and addressing Disadvantage at KOA. Shifting the Culture.

- **Next Steps:**

Impact on staffing costs. Requested external review to identify our gaps and weaknesses.

Jo reviewing spend with Melissa. Realigning job roles to have maximum impact.

Use of funding related to COVID and catch up:

Continue to review as an SLT.

It's early days but we want to get the spend right.

Want to see the impact at end of academic year.

Mini case studies.

SEND:

Unfortunately, Rob only had 10 minutes to touch base on SEND as this sub group and the Pastoral sub group were joining together at 5.30 pm.

SEND at KOA has been neglected over a period of time. Rob is working hard to find out what provision we are able to offer and how it will help.

In Principle: Looking at **Graduated Approach** with **High Quality** teaching.

Level of Need:

EHCP = 1:1 TA. Need to apply for additional funding.

We do have Speech and Language support which has increased from one half day to one whole day. There are different challenges in the different phases. In the Primary we have less SEND than national average. In secondary this is similar to national average.

Rob highlighted one student who is now in Year 10; previously came from a different LA; funding went to wrong school and therefore the child missed out on important support. This is something we don't want repeated.

Funding is available for students with an EHCP but we also need to increase additional systems and processes to make sure students are making progress and apply for more funding if necessary.

TA support is specifically for working 1:1 but we would like this to include small group work and this is now improving.

Graduated Approach:

Rob to hold drop in sessions to talk through SEND and get staff feedback.

Without stability over the last few years, Rob wants to have transparency and clarity.

Currently catching up on backlog of reports.

Some EHCPs are out of date.

Our HLTA is planning the delivery of Speech and Language.

Disadvantage and SEND:

Smaller groups are needed to help scrutinise progress and make sure our provision is met.

There are students who have been completely missed in the past which clearly cannot happen moving forward.

Something new to KOA:

We currently have a new Year 10 student from a specialist provision. Despite our provision not being good enough, the student was desperate to come for social reasons. Rob was keen to give this student a chance and having spoken to the LA and parents, the student is now on a six week trial. Hopefully this will be a success and the student will show what we can do. So far it is proving very successful. Funding for the student's 1:1 TA is coming from the LA. Rob will update at the next meeting!

Actions for King's Oak Academy

- **JTn** to thank Julie on behalf of the AC for work with Carers and find out how many children this affects.
- Make sure the information is on SIMS/PARS to help staff easily see who the young carers are.
- **JTn** to make sure number of pupils are on the PowerPoint
- Year 11 attendance to be added before going on the website.
- Utilize Nicola Read as she has done a lot with disadvantage in the past.
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Actions to escalate to next Academy Council meeting

- Agenda item for next Vulnerable sub-group meeting: Review/assess impact of pupil premium funding and catch-up funding.
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