Y7/8/9 Covid Recovery Strategic Action Plan

Objective (3)		2020/21 Term RAG		
To provide effective pastoral support for all students and address emerging SEMH needs presented by students as a result of the multiple lockdown's and periods of enforced isolation experience by the year group in 2020/21.		1	2	3
A	Ensure full attendance to on site learning for all students	🟧	🟩	
B	Ensure all students feel safe and well returning to onsite provision	🟧	🟩	
C	Promote high levels of personal development through embedding the Hungerhill Core values	🟧	🟩	

Actions		2020/21 Term RAG		
		1	2	3
A1	Refine whole school attendance procedure to promote high levels of accountability for students and parents	🟧	🟩	
A2	Identify students who are at risk of poor attendance using lockdown data and implement onsite and remote wellbeing support	🟩	🟩	
B1	Identify which students are vulnerable and may be at greater risk of needing support with mental health and wellbeing	🟩	🟩	
B2	Increase the number of referrals for cause for concern through improving the reporting process for both teachers and students	🟧	🟩	
B3	Create a package of support for identified students	🟧	🟩	
C1	Develop a summer term assembly programme and form time activities which provide opportunities for students to embed the core values	🟧	🟩	
C2	Develop a quality enrichment offer for every student which promotes high levels of personal development Implement tracking and rewards for personal development achievements	🟧	🟩	
C3	Ensure climate for learning facilitates high levels of participation and re-enforces the core values	🟧	🟩	

Strategic Planning:

Objective 3 (a): Ensure full attendance to on site learning for all students

	Action	Activity	I will know this is successful if:	Who	By When
A1	Refine whole school attendance procedure to promote high levels of accountability for students and parents	Agree adjusted attendance thresholds for each stage of accountability with a focus on PP and SEN	Thresholds agreed and communicated to Hoys and ALs	SPB/KM	15/03
		Ensure full implementation of attendance thresholds through creating a robust QA programme	HOYs have completed paperwork and there is an increase in the number of students who are on an attendance support plan	SPB/KM	15/03
		Introduce tutor meetings for every student who returns from absence following first instance of absence	Meetings are taking place in form time and student voice indicates that they feel supported following any period of absence.	AL's	Ongoing
		Implement AL QA of form time to gather student voice and QA meetings	Overall absence is reduced as a result of support and challenge		Ongoing
		Introduce HOY meeting for PP students returning from absence	Meetings are taking place in form time and student voice indicates that they feel supported following any period of absence Overall absence is reduced as a result of support and challenge	HOYs	Ongoing
A2		AL's to use lock down data to create a target list at risk of poor attendance for each year group	HOYs to make targeted calls and home visits to ensure students are ready for the return of onsite learning	HOYs	08/01
		HOYs to implement weekly wellbeing calls for identified families	HOY calls for students in self-isolation who are not engaging in live lessons	HOYs	Ongoing
	Identify students who are at risk of poor attendance using lockdown data and implement onsite and remote wellbeing support	Hoys to meet onsite with PP students for every instance of absence	Meetings are taking place in form time and student voice indicates that they feel supported following any period of absence	HOYs	Ongoing
		SEN team to track and offer supportive calls to parents for absences.	Overall PP absence is reduced as a result of support and challenge	SEN	
		Create a programme of weekly, half termly and termly incentives to promote high levels of attendance	Set up a programme of positive text messages and commendations	SPB/MHI	15/03

Summary	Attendance has been a key strategic priority. Systems and staffing personnel have been developed to ensure positive attendance. Alongside a revamped attendance strategy, and accompanying incentive programme, student attendance has remained a priority. Where students have been identified as at risk of poor attendance, plans have been implemented, including raising the profile of the role of the form tutor. Pupils from disadvantaged backgrounds and those with Special Educational Needs are closely monitored, tracked and where applicable additionally supported.
	Remote learning continues to be offered for those students unable to attend school due to Covid

Objective 3 (b): Ensure all students feel safe and well returning to onsite provision

	Action	Activity	I will know this is successful if:	Who	By When
B1	Identify which students are vulnerable and may be at greater risk of needing support with mental health and wellbeing	Identify students have been exposed to friendship issues or cyber bullying through student survey and well-being calls	Meetings and calls take place prior to onsite provision returning. Early places made available for identified students	DP/HOYs	08/03
		Use SEND register, LAC register and the vulnerable student register to identify and track the support the students require. Tracking this as they move through school to have an oversight of need	Meetings and calls take place prior to onsite provision returning Early places made available for identified students Referrals made for most vulnerable Tracking safeguarding concerns/patterns	JL/ SEND Team LN-LAC mentor SB - DDSL	08/03
B2	Increase the number of referrals for cause for concern through improving the reporting process for both teachers and students	Raise the profile of safeguarding processes through safeguarding briefing	Weekly briefings in place	JL/SB	15/03
		Improve website safeguarding page with signposting and safeguarding referral	Website updated and students using this	JL/SB	15/03
B3	Create a package of support for identified students	HOY and SEND team allocated to identified students for mentoring and support	Calls and meetings take place W/C 08/03	JL/SP/HOYs	08/03
		Programme of family support - virtual drops ins is in place	Programme starts W/C 08/03	JL/SP/SB	08/03
		Wrap around support from external agencies provide support for students with high level needs	Increase in early help referrals/BOSS/to support students with higher needs	JL/SP/HOYs	08/03
Summary	Student voice acknowledges the measures of support in place. The Student Support area of the school now provides a central hub for students. The school website has been relaunched, featuring a mechanism for students to access additional SEMH support. The family support officer continues to offer additional support for the mist vulnerable students and their families, and CPOMS has become embedded in the practice of all adults working at the school to improve information sharing and the earlier identification of needs. Work with external agencies as expanded both through face-to-face and remote intervention. Pastoral Support Plans document the interventions students receive.				

Objective 3 (c): Promote high levels of personal development through embedding the Hungerhill Core values.

	Action	Activity	I will know this is successful if:	Who	By When
C1	Develop a summer term assembly programme and form time activities which provide opportunities for students to embed the core values	Assembly Programme created and delivered	QA of form time shows 100% participation	DP/JM/SP/MHi/SP	21/06
		Form time activities created and undertaken	QA of form time shows 100% participation	DP/JM/SP/MHi/SP	21/06
		Student voice and QA of form time undertaken to determine impact	Student voice indicates all students have taken part in programme	DP/JM	21/06
C2	Develop a quality enrichment offer for every student which promotes high levels of personal development	Interform competitions provide enrichment opportunities for all students	100% of students have taken part in an enrichment activity between now and the summer	GP	21/06
	Implement tracking and rewards for personal development achievements	Departmental challenges/competitions implemented	100% of students have taken part in at least	GP	21/06
C3	Ensure climate for learning facilitates high levels of participation and re-enforces the core values	Standards assembly delivered to all year groups	100% of students participate in the assembly	SP/PS	12/04
		SLT climate walks implemented to improve basic standards: Uniform/Late/equipment etc	Climate for learning QA shows an overall improvement of basic standards	SLT	21/06
Summary	A comprehensive Personal Development programme has been re-established throughout the autumn term. This has included the development of form activities, assemblies, drop down days enrichment clubs. The Core Values of the school are promoted daily and this has the additional focus each week with the 'Quote of the Week'. The Core Values have also been promoted through the whole-school reward system. All students have taken part in a 'raising aspirations' programme delivered by a motivational speaker – Luke Staton. Participating in his Inspiring the Next Generation programme, students have completed 6 modules, culminating in a face-to-face assembly before Christmas.				