

Pakefield High School: School Improvement Plan 2023/24



Development Area	Intended outcomes	Short Term Actions	Impact	Medium Term Actions	Impact	Long Term Actions	Impact	Lead	Report to:	Current Position	Budget/ Resources
		Autumn Term 2023		Spring Term 2024		Summer Term 2024					
Achieve											
Quality of Education	Improve the quality and consistency of teaching and learning, with the overall aim of improving outcomes KPI: A8: FFT20 4.7 FFT50 4.3 P8: 0 4+EM%: FFT20 46 FFT50 37 5+EM%: FFT20 76 FFT50 66 Pupil Premium: Page 5 Pupil Premium Strategy Statement	CPD Walkthrus used as core CPD to provide step-by-step guidance and support to develop good practice, delivered via calendared CPD time and twilight sessions.	Teachers develop and embed evidence-informed Teaching and learning strategies – these are evident from QA exercises.	CPD improves pedagogical understanding as Walkthrus are implemented in lessons.	A shared language of evidence- informed practice emerges.	Quality Assurance exercises, including Trust and Department Reviews, show evidence of impact of CPD strands, with the overall quality of teaching and learning across the school improving.		BAT CDG	JAD P Belden (Gov)	9/10: Walkthru and subject specific plans in place. Facilitators in place (AAB – explaining and modelling, PGR-questioning, KLW – retrieval and practice, LED – mode B teaching, LWI – behaviour and relationships). Walkthru will be a PM target.	CPD budget Department capitation
		Inclusive teaching practice developed.	SENDCO delivers half termly twilight sessions based on QA outcomes	Domain-specific CPD in place to improve subject knowledge through a themed approach based on the principles of ‘Making Every Lesson Count’.							
		Develop middle leaders' understanding of high-quality teaching and feedback.	Improved reliability of lesson observation data and the effectiveness of feedback provided to teachers.								
		Improved quality assurance procedures to monitor impact of CPD, including Walkthrus through learning walks by: SLT, HODS and walkthru facilitators.	Reduce perception gaps through timely and accurate feedback – monitor Effectiveness of CPD.								
		Homework Homework is set for all subjects and year groups, based on a concept of review and retrieval so that tasks are integral to learning. Homework club is provided weekly in the LRC for students’ requiring a quiet space to work after school. Teacher led detentions are issued for non compliance.	Students have opportunity to practice concepts from lessons, evident from successful completion of retrieval tasks. Homework club in place – student attendance logged. Class Charts reports high levels of homework completion (70%+)	A clear homework strategy is in place for each subject, detailing types of tasks and frequency.		Homework is fully embedded across the school.			9/10: homework set for all classes over last fortnight. Evidence of compliance across school. Next step: QA through student voice review of activities set by 20/11		
		Assessment reform Audit assessments from each subject and model best practice.	Robust exam-style assessments that trigger short-,	Ensure consistency of recording mechanisms via mark books in Go4Schools.		Evaluate success of KS3/KS4 assessments and make necessary			9/10: Middle leaders to share examples of KS3 & KS4 assessment on 11/10 to QA.		

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		Investigate Go4Schools functionality and markbooks. Identify best practice and model expectations for robust assessment. GO4Schools markbook CPD with Julie Hall. Ensure consistency of feedback to students (DNA) Subject leader markbook training. Design/construction of autumn term KS3/KS4 assessments.	medium- and long-term recall. Mark books that capture accurate data to monitor and inform of student progress. Students responding to feedback to address misconceptions. Subjects confident with design and implementation of autumn assessments.	Design/construction of spring and early summer term KS3/4 assessments – following evaluation of autumn term. Review autumn term KS3/KS4 assessments.		amendments ready for 2024/35.				These are for autumn term data drops. CDG has completed CPD on use of mark books.	
Period 6	P6 successfully embedded – improved student outcomes KPI: Outcomes as above Attendance at P6 in line with daily school attendance Pupil Premium: Page 6 Pupil Premium Strategy Statement	Launch to stakeholder groups Model expectations of sessions for teaching staff Lesson plan template to ensure focus on retrieval. Quality Assurance of sessions through learning walks and student voice Sanctions in place for student non-compliance (truancy)	Awareness of intention and plans. Teachers are clear about activities with modelled suggestions– provides a standardised approach to P6. Serves as a reminder about what to include – helps to standardise approach. Monitor implementation of suggested strategies and effectiveness of sessions. Clear expectations about p6 with structured consequences.	Quality assurance of sessions Stakeholder feedback on model and rotations				CDG BAT	DBB P Belden (Gov)	9/10: Attendance is high, learning walks show sessions are fit for purpose. Next steps: QA through student and staff voice, CDG compiling other interventions (wave 1, En Ma crossover) by 13/10. Liaising with Jeremy Rowe to review intervention strategy. Standards team intervening with students where underperformance is across subjects.	Staffing cost – redeployment of directed time
SEND	Outcomes for SEND students improve, Attendance for SEND students improve, Suspensions and repeat suspensions for SEND students reduce. KPI: A8 SEN K FFT20 4.5 FFT50 4.1 SEN E	Half termly quality assurance of teaching is conducted (observations, learning walks, pupil discussions and surveys), to ensure teaching of pupils with SEND considered to be consistently good or better	Autumn - Improved student outcomes and progress data across KS3 and KS4 Rates, patterns of and reasons for fixed-period and permanent exclusions of pupils with SEND are not disproportionate.		Spring - Improved student outcomes and progress data across KS3 and KS4 Rates, patterns of and reasons for fixed-period and permanent exclusions of pupils with SEND are not disproportionate.		Summer - Improved student outcomes and progress data across KS3 and KS4 Rates, patterns of and reasons for fixed-period and permanent exclusions of pupils with SEND are not disproportionate.	MBU – ATU	DBB P Sarson (Gov)	9/10: Pupil trails to be completed by SLT and SENDCO by 17/10. SENDCO delivering weekly updates in briefing. ELSA training in place for ZEC & DCG	SEN budget Applications for HTNF

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	FFT20 3.6 FFT50 3.3	Outcomes from SEND interventions are integrated into classroom teaching (e.g. speech language and communication, ELSA) SENDCO collaborates with standards team to drive behaviour improvements, including attendance at re-integration meetings following SEND suspnsions.	Autumn – reduction ins SEND PA from 22/23 to be closer in line with national		Spring – reduction ins SEND PA from 22/23 to be closer in line with national		Summer - reduction ins SEND PA from 22/23 to be closer in line with national				
Literacy	Students are able to complete extended pieces of writing without the need for support (scaffolding, writing frame etc) The school’s reading curriculum fully develops students’ reading skills.	QA shows Pakefield Pillars of Literacy are embedded across all subjects. Opportunities for guided reading are deployed in form time through ERIC and ‘The Week’.		Phonics support put in place to proactively support students with the weakest levels of literacy at KS3. Assessment for extended writing does not provide scaffolding for studets. Reading for pleasrue is promoted and celebrated across the school (Caught reading, author visits etc)				LGG	DBB	QA review completed on 11/10 PD Day on 31/10 focused on literacy and use of form time for ERIC & The Week. Ruth Miskin Fresh Start identified as secondary appropriate phonics scheme. Library stock to be audited and refreshed.	Phonics: £2140 Library audit: £350 Library restock: £3500
Nurture											
Students’ talents and interests	A broad range of extra-curricular activities and events is in place that stretches students’ talent and interests.	JER works with middle leaders to establish offer. Offer published to students for autumn half term 2. Uptake monitored and tracked.	Provision in place. Student voice feedback demonstrates awareness of extra-curricular offer. Monitoring shows attendance at activities from vulnerable groups (PP, SEND).	Student voice refines offer for spring term ‘24.				JER	ETG / DBB	9/10: JER to develop programme / model of tracking by 20/10. 6/11: programme in place.	
Attendance	Attendance in line with national average KPI: >90% National secondary attendance 22-23: 90.6%	Engage with the DfE attendance hub program to identify new methods of improving attendance	Autumn – attendance gap to narow from previous academic year to be closer in line with national average		Spring – attendance gap to narow from previous academic year to be closer in		Summer– attendance gap to narow from previous academic year to be closer in line with national average	MBU	DBB MQ & DBB	9/10: Ytd 92.2% PA 20.4% Both improvements	

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	<p>Year on year comparison for year groups each half term to gauge impact at PHS:</p> <p>Data from 2022/2023</p> <table><tr><td></td><td>Attendance (%)</td><td>National (%)</td></tr><tr><td>Half-term 1</td><td>89.2</td><td>92.2</td></tr><tr><td>Half-term 2</td><td>87.4</td><td>89.3</td></tr><tr><td>Half-term 3</td><td>89.0</td><td>91.3</td></tr><tr><td>Half-term 4</td><td>88.5</td><td>91.2</td></tr><tr><td>Half-term 5</td><td>89.5</td><td>(90.3)</td></tr><tr><td>Sept’22 to May’23</td><td>88.4</td><td>(90.1)</td></tr></table> <p>Pupil Premium: Page 11 Pupil Premium Strategy Statement</p>		Attendance (%)	National (%)	Half-term 1	89.2	92.2	Half-term 2	87.4	89.3	Half-term 3	89.0	91.3	Half-term 4	88.5	91.2	Half-term 5	89.5	(90.3)	Sept’22 to May’23	88.4	(90.1)	<p>Develop processes to reduce the number of unauthorised absences – look at thresholds for coding</p> <p>Weekly student data analysis with agreed actions on tighter thresholds to ensure rigour and challenge to all.</p> <p>Generation of SEND and PP students focused interventions to improve school attendance and reduce PA.</p> <p>Ongoing education of students and parents around attendance important – through letters, assemblies, tutor sessions and specific meetings with targeted parents</p> <p>Use a series of letters to communicate attendance concerns</p> <p>Development of rewards through student voice to encourage and praise high attending students</p> <p>Adapted tutor involvement to fit with the agreed thresholds offering more robust conversations and parent liaison</p> <p>Develop home visit protocol to ensure high priority students are visited when not attending school (Year 11, SEND, LAC, PP)</p> <p>Half termly generation of key working groups for SEND and PP students to ensure intervention is coordinated on a weekly basis with the view of improving attendance to school</p>	<p>Reduction of PA students including those who are vulnerable (by vulnerable we mean PP, SEN and CIC)</p>		<p>line with national average</p> <p>Reduction of PA students including those who are vulnerable (by vulnerable we mean PP, SEN and CIC)</p>		<p>Reduction of PA students including those who are vulnerable (by vulnerable we mean PP, SEN and CIC)</p>		<p>from same period last year.</p> <p>202 home visits completed this term so far.</p> <p>314 calls for unexplained absences.</p> <p>158 letters sent – early intervention.</p> <p>28 family support meetings completed.</p> <p>Attendance Officers to be trained as EWOs.</p> <p>6/11: Ytd 92.0% 3% improvement from same period last year. PA 24.4%</p> <p>JAR role now permanent.</p>	
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Connect											
Parental Engagement	Parents are well informed through the year on: <ul style="list-style-type: none">AchievementHomeworkStaying safe – including bullyingRaising Standards Evenings	Sessions planned throughout the year on key themes (achievement, homework, bullying)	Parent voice provides positive feedback on sessions. The minority of parents who feel bullying is not dealt with feel supported by the school.	Parental focus groups on bullying develop strategies for parents' to use at home.				CDG	DBB (E Halliday – Gov)	9/10: Raising achievement sessions on 9/10 and 18/10 for years 10 and 11. Planning for bullying session underway (ETG).	
Careers	GATSBY benchmarks met Pupil Premium: Page 8 Pupil Premium Strategy Statement	Ensure a programme of learning events and opportunities are mapped for students fulfilling all benchmarks and are connected to CDI. Key learning opportunities implemented across the school – with a focus on PSHE, form time and assemblies. Cross Curricular map completed by middle leaders to evidence how CDI framework across KS3 and KS4 are met.	100% achieved in compass + evaluations	Plan a careers fair for all students to attend to ensure they have meaningful encounters with a minimum of 3 employers				MBU	DBB J Hall (Gov)	9/10: Year 11 one to one interviews being carried out. New display in street. Range of providers have visited PHS. Careers fair in Feb '24.	
Student voice	Student voice is evident across the school, students feel their voice is heard and responded to Student leadership roles develop	ETG to set up representative demographic student voice working groups. Working group proforma designed and implemented half termly to capture rich student voice feedback with narrative Head students and deputy head students appointed (Year 10 & 11) Prefects appointed (Years 9 & 10)	Student voice better represented in support school's strategic vision					ETG MBU	DBB	MBU and ETG planning rewards including character development. Form and subject reps in place.	