

PRIORITY 4 : FURTHER DEVELOP AND IMPROVE THE SCHOOL'S INCLUSIVE ETHOS AND EQUALITY OF OPPORTUNITY FOR ALL PUPILS (SD)

To improve attendance, behaviour, aspirations and participation in learning, including out-of-hours learning, and more effective parental and community engagement with a specific focus on disadvantaged, disengaged and FSM pupils

- A. Strengthen strategies to improve whole school attendance in order to move to the top quartile and to engage poor attenders
- B. Ensure that the recently adopted Revised Behaviour and Rewards Policy is applied consistently by all staff across the school decreasing exclusions and improving pupils attitudes to learning.
- C. pupils and parents to help reduce exclusions. Develop the effectiveness of restorative practice amongst staff,
- D. Develop the role and effectiveness of the Canolfan PAWB, access centre and internal exclusion room.
- E. Promote a rich range of after school activities, clubs, master classes and learning activities

Context and need

In 2014-2015 the school benefitted from additional capacity within the Senior Leadership Team whereby an Assistant Headteacher was appointed to take the on improving the provision for, and performance and wellbeing of disadvantaged pupils, including FSM pupils, whole school attendance and behaviour and ethos.

The post has provided the school with the high level of intensive Inclusion work that accounted for improvements in 2012-13. It has also provided the capacity needed for enhanced focus on improving performance and attendance of disadvantaged and FSM pupils.

As a result the post has provided:

- Successful intensive tracking and monitoring of attendance has been established with whole school attendance currently 93%, 1.2% up on the same time last year (Week 29). End of Year target: 93%

Wk 29	Year 7	Year 8	Year 9	Year 10	Year 11	School
2014		94.50%	91.1%	91.60%	90.40%	91.80%
2015	94.7%	94.50%	92.2%	92.60%	91%	93%

- The appointment of the Attendance Support Officer has increased the number of letters issued to pupils whose attendance has slipped below 90%.
- The number of unauthorised absences has decreased.

VIVO Rewards System has been purchased for year 1 and has proved a successful way in increasing motivation towards the achievement of academic objectives and attending school.

Why is this still a priority?

We need to give priority to breaking the link between deprivation and attainment as well as to making our work to continue improving attendance and managing behaviour effectively.

We need to set challenging targets to achieve :

- sustainable improvement in attendance (in the top quartile)
- consistently high attendance in each NC year
- minimal school and classroom exclusion
- increased motivation of pupils for learning
- increased participation in out-of-school learning
- a rapid narrowing of the gap in performance between FSM and NFSM pupils
- Improved performance in the key indicators (see priority 1)

To do this, we intend to set targets for the above:

- widen the range of learning activities
- work more closely with parents and families
- maximise inter agency working on a 'Team round the Child' approach
- engage more fully with Community First initiatives

Does she need to maintain or increase participation
Sustain and increase participation of those not participating in the first year - disengaged pupils.

What impact will this have on school and pupil standards?

We have funded these activities from school capitation this means this programme is sustainable

The Assistant Head will prioritise tackling poverty and planning strategically to raise the performance of disadvantaged pupils including FSM

The Assistant Head will establish a coherent whole-school strategy and plan for supporting disadvantaged pupils including FSM and non-FSM.

We expect that improved attendance, behaviour and attitudes to learning and a richer range of activities to incentivise attendance and participation will improve standards.

In addition, we aim to:

- move to the upper quartile for attendance and compare favourably with the other secondary schools in the LA.

Att.	School	Family	LA	Wales
2013/14	91.40%	92.40%	93.40%	93.60%

- reduce exclusions by early intervention and structured post exclusion protocol
- embed target group support for vulnerable and disadvantaged pupils to improve attendance, motivation and behaviour
- Improve standards in reading, writing and number skills
- Improve performance in the key indicators including performance of disadvantaged and FSM pupils

The school has historically had a small minority of pupils stay after school in small pockets of subject areas. The provision of out of hours learning has grown with a range of activities offered over the last 12 months.

- **Glee Club:** 50 pupils from across the key stages, Robotics club: 15 Boys from year 9, Create and Make: 15 pupils from year 7, Mandarin: 10 pupils from year 9, Year 7 Spelling Bees: 40 pupils, French Film Club: 10 pupils.
- Humanities: 15 year 11 pupils, Technology: 25 year 11 pupils, ICT: 10 year 11 pupils, English: 3 year 11 pupils, **Maths:** 15 year 11 pupils.
- Daily **Homework club** has an estimate of 15 pupils mainly from year 7 and 8.
- Following the Rugby Leaders Award 23 pupils; 18 boys and 5 girls will be completing a Rugby Level 1 course. This will give these pupils the opportunity in becoming the next generation of YUC Young Ambassadors.
- **Only Boys Aloud** is a venture for 25 YUC boys to be part of a choir of 100 pupils. The other pupils are from Rhyl and Wrexham. The venture is to encourage boys to look beyond their communities and aim big.
- The ever so popular **school show** boasted a cast of 46 pupils from across key stage 3 and 4 with a equal split of boys and girls.
- **The wind/string group** has 25 pupils attending with an age range of 6yrs-15yrs. All musicians attend YUC after school for rehearsals and include primary school pupils and Ysgol Uwchradd Bodedern pupils. The aim of the group is to bridge the gap between primary/secondary.
- 15 year 10 pupils are currently working towards their **Bronze Duke of Edinburgh Award.**

Further work in year 2 is needed in the following areas:

- Decrease the number of fixed term exclusions to less than 100 days
- Inclusion team being consistent in their approach.
- Consistent approach from all staff in dealing with behaviour and ensure the reviewed policy is adhered to.

<ul style="list-style-type: none"> • Restorative practice adopted to improve lines of communication between pupils, staff and parents. • Quicker resolutions needed to bullying in all its forms. • Further improve schools whole school attendance to 94%. • Improve punctuality to Form Tutor time at 8:55am • Work with catchment schools so that all schools provide attendance figures for year 6 so that target groups can be identified early. • Increase the number of pupils attending after school provision. • Improve the provision of master classes for the core subjects at KS4. • Improve pupil's attitudes to learning. 		
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A. Strengthen strategies to improve whole school attendance in order to move to the top quartile and to engage poor attenders

Action/Activities	By whom	Process success criteria - Outputs	By when	Result success criteria - Outcomes	By when	Evidence	Cost	Funding source
Continue with the appointment of the Attendance Support worker to manage the schools attendance data and provide accurate data for intervention strategies. Identify slippage and engage with parents early.	SD	Irregularities in attendance identified early. Early intervention Engagement with parents	September 2015	Decrease in unauthorised absence. Slippage challenged and identified early. Improved engagement with parents regarding their child's attendance and school target. Embedded processes that enable tutors, progress managers and learning coaches to support attendance so that employment in yr 3 may not be required.	July 2016	Attendance data	£15,000	1. SCC (approved 1 st yr)
Conduct return to school interviews with pupils who have unexplained absences over a two week period and conduct parental interviews if there is no improvement in attendance. Assistant Head, Tutors, Progress managers, Learning Coaches and EWO to create an action plan to support improvement and review on a monthly	SD	Action plans created with specific focus to aid improvement. Parents and pupils being made accountable for attendance.	September 2015 September 2015	Improved individual attendance contributing to whole school target of 94%	July 2016	Attendance data.	-	-

basis.								
Family Engagement Worker to work with FSM pupils and address attendance concerns. Contact with parents to support and challenge.	SD	FSM target group identified early. Early intervention.	September 2015	Improved attendance.	July 2016	Attendance data	£15000	2.EIG Community First
Improve pupils' punctuality between 8:55 and 9:10. SLT and HOY presence at the gates recording latecomers with clear sanctions in place as a result of coming to school late.	SD	Pupils challenged for lateness. Sanctions in place for latecomers.	September 2015 September 2015	Improved punctuality to AM Registration so that pupils can hear important messages through assembly time and registration. Pupils challenged on uniform, equipment during registration	Dec 2015 March 2016 July 2016	Improved punctuality.	-	-
Create specific target groups of pupils in different attendance bands (particularly 93%-99%) and further develop the role of the tutor to support and coach pupils.	SD	Target groups identified. Training for form tutor.	September 2015 November 2015 (Inset)	Improved and sustained attendance of target groups.		Attendance data	-	-
All staff to be consistent in the messages given to pupils and parents about the importance of attendance. Explain the impact of non-attendance on pupil attainment and the consequences for parents of pupils' non-attendance. Reinforce these messages regularly to pupils and parents through school website, vivo rewards and attendance support worker. Further strengthen mentoring for pupils whose absence is a cause for concern.	SD	Whole school approach in tackling attendance.	September 2015	A consistent trend of improvement in attendance.	November 2015	Consistent practice Attendance data	-	-
Develop staff understanding of the issues affecting pupils outside the school environment. Review tutor teams to deploy staff in line with specific pastoral needs.	SD	Improved communication between staff and inclusion team regarding pupils whom are facing personal challenges.	September 2015 July 2016	Staff to have an appropriate understanding or appreciation of these issues and as a result, the support pupils receive from staff will be tailored well enough to their needs.	May 2016	Attendance data.	-	-
Develop a peer-mentoring programme to provide	SD	Nurture groups established.	October 2015	Pupils to attend school more	November	Attendance	-	-

nurture groups to support and counsel pupils.		Peer mentors trained.	November 2015	often. Vulnerable pupils receive high levels of support and therefore will achieve their potential academically. In addition to attending lessons, peer mentors may work on developing pupils' self-esteem, confidence and also address and support pupils who may have been victims of bullying.	2015	data.		
Involve the school council to enquire and seek opinions why some pupils do not want to attend school.	SD	Create a report and allow the school council to publish. Create admin office for school council and drop in centre for students to engage with school council members	October 2015	Views of the school council taken. School council raises its profile	December 2016	Attendance data.	-	-

B. Ensure that the recently adopted Revised Behaviour and Rewards Policy is applied consistently by all staff across the school decreasing exclusions and improving pupils attitudes to learning.

Action/Activities	By whom	Process success criteria - Outputs	By when	Result success criteria - Outcomes	By when	Evidence	Cost	Funding source
Training for all staff on managing low level disruption and conflict avoidance using external trainers.	SD Pivotal Training	High SLT and Middle Leaders presence around the school. Reduction in ALERTS (previously known as 124 call outs)	Inset – 1 st September 2015	Consistent whole school approach to managing pupil behaviour. Staff taking ownership of their class. Improved staff confidence in behaviour management techniques. Improved rapport with pupils	December 2015 September 2015	Behaviour Logs	£1400 + VAT Pivotal Training	2. SCC Funding

				improving standard of work produced within lesson.				
Further develop the systems for tracking and co-ordinating information about learning and behaviour, and make better use of this data to help identify potential 'hot spots' of poor behaviour and deal with these accordingly.	SD	High SLT and Middle Leaders presence around the school. 'Hotspots identified'. Further training for staff if needed.	September 2015 October 2015 December 2015	Reduction in exclusions. (Target Fixed Term 100 days) Early attention to problems. Sustainable staff development. Better use of information to tackle issues earlier.	July 2016	Behaviour Logs Internal Exclusions Detentions Fixed term exclusions Target FT 100 days	-	-
Develop better systems for assessing pupils' needs, which take good account of the correlation between difficulties in learning and challenging behaviour.	SD	Staff making better use of attainment data. Planning for pupils of disadvantaged groups. Differentiated tasks developed.	October – (Tracking Point 1) 2015	Accessing the right support for the pupil leading to an improvement in attitude to learning and attainment.	December 2016	Behaviour Logs Attainment data Internal Exclusions Detentions Fixed term exclusions	-	-
Provide training for Progress mangers/HOY's in developing tutors and making effective use of weekly meetings with the team of tutors.	SD	Pupil progress discussed weekly. Tutors to have overview of tutees' progress to offer support and challenge.	September 2015	Accessing the right support for the pupil leading to an improvement in attitude to learning.		Behaviour Logs Attainment data	-	-
Work in partnership with parents, school counselling service, CAMHS, Team Around the Family, School Nurse, SSD and Youth Justice to improve pupils' behaviour.	SD & Inclusion Team	PSP's implemented early and kept update. Regular reviews. Increase in support network for pupils.	September 2015	Support network for pupils is increased. The support and advice offered to parents will assist them in dealing with their children's behaviour. A consistent approach in school and home will lead to a positive change in behaviour.	Ongoing	Behaviour Logs Internal Exclusions Detentions Fixed term exclusions	-	-

Ensure that pupil behaviour contracts are created very early on in an interaction; copied to parents/carers; recognise that the process is as important as the outcome; have agreed and understood rights, responsibilities, rules, consequences and support; and reviewed weekly, fortnightly, monthly or half termly.	SD & Inclusion Team	Pupils taking responsibility for their actions. Clear focus to improve.	September 2015	The behaviour contract will take into account the young person's strengths and needs, and the strategies that the school should use to deal with difficulties more effectively and in turn improving behaviour.	Ongoing	Behaviour Logs Internal Exclusions Detentions Fixed term exclusions	-	-
Continue with VIVO Miles rewards to praise pupils for positive actions.	SD	Positive behaviour recognised. All pupils rewarded.	September 2015	A voluntary and progressive improvement in behaviour and increased motivation towards the achievement of academic objectives.	July 2016	Decrease in the number of exclusions.	£5000	4.EIG
c. Develop the effectiveness of restorative practice amongst staff, pupils and parents to help reduce exclusions.								
Action/Activities	By whom	Process success criteria - Outputs	By when	Result success criteria - Outcomes	By when	Evidence	Cost	Funding source
Appoint an additional member of staff to increase capacity of the inclusion team and assist the HOY/Progress Managers with restorative practice within the school. The person appointed will train all staff, pupils (ambassadors) and parents in restorative practices. This person will be involved in post exclusion meetings and if necessary create risk assessments and behaviour contracts.	SD	Appointment of additional member of staff Restorative policy Whole-school training Posters, planners, question cards and displays. Pupil voice – questionnaires, surveys, research and discussions, Restorative practice Ambassadors,	October 2015 November 2015 December 2015 January 2016 January 2016 February 2016 July 2016	More effective teaching and learning environment, Improved lines of communication between pupils, staff and parents. Increased levels and displays of emotional literacy, Reduction of conflict, Greater sense of acceptance and responsibility, Reduction in Fixed term exclusions. Target to achieve reduction • Autumn term – 30 days • Spring term – 35 days • Summer term – 35 days	January 2016 February 2016	Decrease in the number of days lost to Fixed term exclusions.	£18,000	5.SCC Revenue
Training for all staff in restorative practice.	SD	Restorative language used by all adults.	November 2015	Consistent whole school approach.	Ongoing	Decrease in the number	-	-

		Conflict handled in positive ways. Create exemplar DVD meetings to share good practice	March 2016	Improved communication and improved behaviour. Improved understanding of restorative practice		of days lost to Fixed term exclusions. Target 100 days		
Hold restorative justice meetings to build relationships and promote discipline and prevent harm and further conflict occurring.	SD	Everyone taking responsibility for their feelings and behaviour. Parent/Carer and outside agency involvement.	October 2015	Shared responsibility for creating and maintaining the conditions that make for effective teaching and learning. Solution-focused approach, Parents have a clear understanding of the restorative practice approach	Ongoing	Decrease in the number of days lost to Fixed term exclusions. Target 100 days	-	-
D. Develop the role and effectiveness of the Canolfan PAWB, access centre and internal exclusion room.								
Action/Activities	By whom	Process success criteria - Outputs	By when	Result success criteria - Outcomes	By when	Evidence	Cost	Funding source
Pupil Reception at the Canolfan PAWB (Pupil, attendance and well-being) so that pupils have a base to report to with any well-being issues, medical, attendance, behavioural, reporting incidents of bullying.	SD	Central base in school established. Team ethos created. Good practices amongst inclusion team shared. Greater support network established.	October 2015	Pupils have a central place to report to and can access a greater support network impacting positively on pupils well-being. All matters arising can be dealt with in one place. Early engagement with parents and outside agencies.	Ongoing	Improved Communication Appointment system for parents.	£5000	6.SCC Capital bid
Develop a one to one room next door to Canolfan PAWB so that any child protection issues or any other sensitive issues can be reported and dealt with sensitively.	SD	Private space to deal with sensitive issues established.	September 2015	Private place for sensitive issues to be discussed. Base for effective mentoring.	Ongoing	Improved communication	-	-
Develop the access centre for those pupils who may continue their education there for the short term due to issues relating to well-being, attendance or being on a modified timetable. Visit Ysgol Emrys Ap Iwan to look at similar provision.	SD	Welcoming, supportive and warm atmosphere created. Range of resources created. Access to online learning.	September 2015	A rich range of activities offered relevant to the needs of the pupils. Pupils able to access their curriculum in a safe, supportive atmosphere and achieve their potential.	Ongoing	Improved progress, motivation and attendance.	£4000	7.EIG

E. Promote a rich range of after school activities, clubs, master classes and learning activities								
Action/Activities	By whom	Process success criteria - Outputs	By when	Result success criteria - Outcomes	By when	Evidence	Cost	Funding source
<p>Further develop the programme of out of school hours learning including sporting activities, homework club, focus on coursework groups and masterclasses.</p> <p>Link attendance to activities to VIVO rewards.</p> <p>Monitor the activities that are being offered ensuring a variation between lesson time and club time.</p>	SD	<p>Increased motivation.</p> <p>Variety of activities offered.</p> <p>Clubs established across subject areas.</p>	September 2015	<p>Improved pupil motivation.</p> <p>Increased participation in learning.</p> <p>Enriched learning experiences.</p> <p>Improved rapport between pupils and staff leading to improved behaviour. Improved attendance.</p> <p>Targeted pupils demonstrate progress in areas where additional subject support was provided.</p> <p>[see attendance achieved in yr1 in Background and Context]</p>	July 2016	<p>High number of pupils attending.</p> <p>Improved Homework completion, progress, motivation, attendance.</p>	£5000	8.EIG
<p>In collaboration with primary catchment schools, Holyhead Rugby Club and the Welsh Rugby Union, employ a rugby development officer to promote physical activity and physical literacy through rugby.</p> <p>(WRU have confirmed that YUC will have a hub development officer in September 2015)</p>	AW	<p>Promote after school clubs, fixtures and tournaments as well as work with primary school pupils before transfer to YUC</p>	Sep 2015	<p>Increased motivation of pupils to become physically active.</p> <p>Improved links with the community and local rugby club.</p> <p>Increased attendance numbers at after school activities from those achieved this year</p> <p>[see attendance achieved in yr1 in Background and Context]</p>	July 2017		£5000	9.Pupil offer