

Key priorities in the Personal Development Strategy 2021-2023:	Summary of actions and impact of our work:
<p>PSHE curriculum mapping, knowledge sequencing and embedding composites and components – including ensuring that the most vulnerable students (especially those with SEND) have a good understanding of how to keep themselves safe and healthy</p>	<p>PSHE curriculum development and refinement complete, but evolving – responsive and thoughtful. Tightly aligned to PSHE association and statutory guidance, then bespoke to TCS. SEND students and other vulnerable students are supported to ensure they have essential knowledge – by tutor, specialist team, key adult and/or bespoke planning</p>
<p>Embedding Fundamental British Values</p>	<p>Mapped through curriculum, inc. tutor time and PSHE. Student knowledge and application is better and more confident, seen in lessons and tutor time.</p>
<p>Participation in enrichment – universal, optional (choice), targeted – tracking and developing richness – every child participates</p>	<p>Introducing and embedding Absolute Education to track participation. 389 clubs were offered over the 22/33 academic year. 99% of students took part in at least 1 club throughout the academic year. 53% of students participated in 30 extra-curricular sessions or more. The offer across domains widened over the academic year with each faculty contributing to the enrichment offer.</p>
<p>Rewards & positive recognition – ClassCharts communication, purchasing from the store, House culture</p>	<p>Rewards Store introduced and embedded, student selection and consulted for options. Celebration at core of House work and trophy</p>
<p>Disadvantaged drive – use of calculators, clinics targeted, curriculum focus and gaps, participation opportunities</p>	<p>PP students priority – always considered first across school. Pupil Premium calculators accessible and updated three times throughout the academic year allowing colleagues to get a better understanding of barriers individual students they teach from a disadvantaged background may have to help inform planning. All disadvantaged pupils met with AHT throughout the academic year to offer student voice at least once, students that are FSM twice. Disadvantaged clinics allowed better insight into supporting individual needs and support that could be put in place to support with participation in school but also away from school. Curriculum AHT also attended meetings with Year 9 to support option process for Year 9s in Spring term. Scheduled weekly meeting attended by AHT, attendance officer and school engagement officer to have sole focus on students' attendance that are legible for FSM.</p>
<p>PSHE, assemblies and tutor time curriculum review – inc. wider curriculum opportunities, focused on equality and diversity - #notatourschool as universal provision. Targeted interventions including Gift work, retracing discrimination</p>	<p>Tutor time curriculum redesigned and written, evolved from PALM+. FBVs mapped within, #NAOS embedded and well understood. Interventions in place, and enhanced with RETRACE. Reduction in discrimination suspensions (2020-21: 41, down to 2022-23: 18). Student surveys very positive about equality and diversity and safety (always 90%+)</p>

Leadership and student voice opportunities for students, linking to democracy and House systems, buddying

Senior Students relaunched post-COVID, with cycles of feedback gathering and assemblies involving all students. The Castle challenge ran for the second year for all Year 9 students. More time build into tutor time for students to complete volunteering aspect of challenge. The number of students that gained each accreditation increased from 21/22 cohort. House enterprise returned for the first time since COVID pandemic. This gave students a greater opportunity to contribute and demonstrate their leadership skills for their house.