# Jersey Premium Strategic Planning (secondary)

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| 1. **Summary information** | | | | | | | |
| **School** | **Les Quennevais School** | | | | | | |
| **Academic Year** | Jan-Jul 2017 &  2017-18 | **Total JP budget** | £76,835.00 (2017) | | **Date of most recent JP Review**  **(Internal)** | | Nov 2017 |
| **Total number of pupils** | 659 | **Number of pupils eligible for JP** | 144 (22%) 2018  118 (18%) 2017 | | **Date for next internal review of this strategy** | | March 2018 |
| 1. **Current achievement** | | | | | | | |
|  | | | | Pupils eligible for JP | | Pupils not eligible for JP | |
| Schools’ percentage of pupils achieving five or more GCSEs (or equivalent) including English and mathematics - 5 A\* to C | | | | 22% (2017) | | 61% (2017) | |
| Schools’ percentage of pupils achieving an English and mathematics GCSE (or equivalent) – at grade C and above | | | | 50% English (2017)  33% Maths (2017) | | 83% English (2017)  70% Maths (2017) | |
| Schools’ value added progress score across eight subjects. i.e. best 8 value added | | | | -0.61 (2017) | | +0.12 (2017) | |

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| 1. **Barriers to future attainment (for pupils eligible for JP)** | | |
| **In-school barriers** *(issues to be addressed in school, such as poor literacy skills)* | | |
| **A** | Gaps in literacy & numeracy when students enter the school are low for JP students compared to other students. | |
| **B** | High and middle ability students do not achieve as well as their peers - due to low aspirations and low student engagement. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | |
| **C** | | Attendance and punctually rates of some JP students are below that of the rest of the school. |
| **D** | | Attainment for some JP students is low due to self-esteem and low aspirations. |

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| 1. **Desired outcomes** *(desired outcomes and how they will be measured)* | | Success criteria |
| **A** | High levels of progress in literacy and numeracy for Y7 students eligible for JP. | Students eligible for JP in Y7 will make at least the same or better progress than non-JP students. |
| **B** | Improved rates of progress in English and Maths in KS3 and KS4. | Reduce the progress gap between JP and non-JP to less than 10%.  Evidence based on KS3 internal data and GCSE results. |
| **C** | Increased attainment for JP students at GCSE for MATs and HATs. | Reduce the progress gap between JP and non-JP to less than 10%.  Evidence based on KS3 internal data and GCSE results. |
| **D** | Improved self-esteem and well-being for JP students, focussing on aspirations, enrichment and access to the curriculum. | To ensure improved access to the entire curriculum and that all school activities have the same proportion of JP/non-JP (within 5%). |
| **E** | Increased attendance and punctuality for students eligible for JP. | Overall attendance and punctuality for JP students is the same for non-JP students – school aim 96%.  Evaluate parents’ attendance at events of JP and non-JP students. |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2017-2018** | | | | |
| The three headings below enable schools to demonstrate how they are using the Jersey Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Improved attainment for students in English and Maths and GCSE subjects.  (Outcomes A, B & C) | Dedicated member of staff to act as the JP champion - the CTG Coordinator. | | One member of staff must be responsible to monitor the progress of all JP students and close the gap between JP and non JP attainment. This person, the Closing the Gap Co-ordinator will act as the JP Champion and oversee all spending and actions for all JP students. | The CTG Co-ordinator will coordinate all bids for funding to ensure value for money when evaluating impact and have an overview of all actions within the school.  The CTG Co-ordinator will have close working relationships with leaders of other groups - DI, HoS (especially the core), EWO, HoY, CTG Administrator and the RSL. | AP | September 2017  March, June 2018 |
| Increased attainment for JP students at GCSE.(Outcome B&C) | CPD opportunities for staff and support staff | | With new GCSE specifications, it is essential that all staff are secure with syllabus specifications and methods of best teaching. All students should be able to attain as a result of staff expertise. | Impact of CPD to be monitored and the effects of teaching on progress.  Monitor the impact of CPD on JP students and their rates of progress and attainment. | PH  AP  HoD | September 2017  March, June 2018 |
| Increased attainment for JP students at GCSE.(Outcome B&C) | CTG Coordinator to identify subjects where the gap between JP and non-JP are greatest | | Students in certain subjects will make greater progress and attain higher results, resulting in variance between attainment in JP and non-JP groups. The reasons for this should be explored. | CTG Coordinator to support subjects where there is the greatest variance. Data will be tracked at each data drop to measure the impact. | PH  PJ  AP | January, March, June 2018 |
| Improved attainment for JP students at GCSE.(Outcome B) | The school day will be amended to six periods to allow for extra time and English and Maths. | | The extra lesson will be created for all students (in KS3 and 4) to impact English and Maths teaching, supporting student attainment and progress, thereby impacting on results. | English and Maths data will be tracked to assess whether the increased time results in progress made by JP and non-JP students. | SH  PLE  ECL  Head of Maths | March, August 2018 |
| **Total budgeted cost** | | | | | | £53,027 |
| 1. **Targeted support** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| High levels of progress in literacy and numeracy for JP students in Y7, Y8, Y9 and Y10 who are eligible for JP.  (Outcome A) | Small group provision for students with low literacy using Lexia or Catch-Up Literacy.  Training for staff in Catch-Up literacy. | | Some students need targeted literacy to access the curriculum and improve attainment chances. Lexia and Catch-Up Literacy has been shown to improve the reading age of students, allowing greater access to all areas of the curriculum.  Catch-Up Literacy is described by the EEF Toolkit as a ‘promising project’ of +2 months progress. | Obtain parental approval for students to receive literacy support by removal from French.  Ensure staff are trained in the use of Catch-Up Literacy and Numeracy.  Track data and progress of these students to show impact on reading ages.  If progress is not observed on Lexia, change the intervention to Catch-Up Literacy. Monitor progress. | GLP  ML  CF | January, March, June 2018 |
| High levels of progress in literacy and numeracy for EAL students who are eligible for JP in Y7, Y8, Y9 and Y10.  (Outcome A & B)  Increased attainment in English and Maths for EAL JP students at KS3 and KS4  (Outcomes A &B) | Appoint an EAL Coordinator on Grade 7  (KS3 & KS4 responsibilities)  to teach, monitor and track the progress of EAL JP students (two year secondment). The post- holder will respond to individual student need through progress data. | | 25% of EAL students achieved 5+ A\*-C including English and Maths 2016/17 compared to 56% non-EAL.  50% of EAL students achieved A\*-C English GCSE compared to 78% non-EAL.  25% of EAL students achieved A\*-C English GCSE compared to 65% non-EAL.  The EEF toolkit shows that Oral language interventions can benefit up to 5+ months additional progress, Phonics programmes can benefit up to 4+ months additional progress and Reading Comprehension Strategies can benefit up to 5+ months additional progress.  Expert teaching using best practice will aim to improve EAL students’ English language and/or literacy. | Monitor and track progress of students against peers from the same starting point.  Monitor and track progress of JP EAL students in subject specific assignment and assessments against non-JP EAL students.  Monitor and track progress of EAL JP students against EAL non JP students using Doddle and 4 Matrix.  Individual students who are underachieving will be targeted with individual support to accelerate their progress to be in line with or better than others from the same starting point. | GLP  TBC | March, April, May and June 2018 |
| High levels of progress in literacy and numeracy for Y7 students for students eligible for JP.  (Outcome A) | Small group extraction and support in Maths lesson for identified students with low numeracy.  Training for staff in Catch-Up Numeracy.  Small group provision for students with low numeracy for identified students using Catch-Up Numeracy. | | Some students need targeted numeracy to support attainment in Maths and close knowledge gaps and numeracy in the wider curriculum (especially Science). Catch-Up Numeracy has been shown to improve basic numeracy skills.  Catch-Up Numeracy is described by the EEF Toolkit as a ‘promising project’ of +3 months. | Monitor progress of students against peers. Use Maths pre-test and post-test data.  If progress is not observed in the extraction, target students for Catch-Up Numeracy. | GLP  ML  Maths staff | After each unit of study in Maths. |
| Increased attainment in Maths at KS3 and KS4 (Outcome A &B) | Appoint two SA1 posts (KS3 & KS4 responsibilities) to monitor and track the progress in Maths of JP students (two year secondment) to develop intervention strategies that have impact on progress and attainment. The post- holders will respond to student need through progress data. | | There is a gap in Maths in the attainment between JP students and non-JP students.  There is a need to prevent JP students of having an increased risk of disaffection as they move through the school, caused by low numeracy. | Monitor the progress of JP students to ensure their progress is in line with or better than non-JP students. JP students will make accelerated progress in the use of numbers and in the use of a wider range of mathematical skills in class work in line with the expected levels for their age group.  Assessment scores for JP students improve towards the expected levels for their age group.  Intervention programmes address the gaps in learning, accelerate progress and raise attainment.  JP students who are identified as underachieving will be targeted to accelerate their progress through interventions and support.  Behaviour logs are minimal/nil. | TBC | After each unit of study in Maths. |
| Increased attainment for JP students at GCSE for MATs and HATs.  (Outcome C) | Identify a group of students who require support in ‘Reading For Meaning’.  A 4-6 week program will be devised for small groups of students and the impact measured. Exam papers from English, Maths and Science will be analysed to identify students. | | Some students are not achieving in subjects due to a reading for meaning and comprehension issue in exam questions. This means that the question becomes a barrier to attainment, in spite of student knowledge.  EEF Toolkit shows benefits of small group intervention between +1 and +4 months impact and Reading Comprehension of +5 months. | Students basic comprehension will be monitored.  Students will be retested in key questions to assess impact.  Key assessment data will be analysed to monitor impact and if the course needs to be amended or repeated for key individuals. | AP  ML | After each programme ends. |
| Increased rates of progress in English and Maths in KS3 and KS4.  (Outcome B) | Identify those students who are underachieving in Maths in both KS3 and 4. Small group interventions both in-school and after school will use the DTT method to reteach and test any gaps in knowledge.  Students in Y8&9 have targeted literacy lessons.  Students in Y8 have a targeted maths intervention. | | Some students will be underachieving in the key subjects of Maths and English.  Early intervention will enable gaps to be monitored, retaught and tested to monitor impact.  EEF Toolkit shows benefits of small group intervention between +1 and +4 months impact. | RAT will identify students who are underachieving, along with class teachers and CTG Coordinator and SENCO.  Data will show that JP students will make progress in line with non-JP students from similar starting points.  Reading ages will improve and monitored every term. Access to the curriculum will improve as reading ages improve. Data will show sustained progress throughout all subjects. | AP  CW  GLP  ML | October 2017  January, March, June 2018 |
| Increased attainment for JP students at GCSE (Outcome B&C) | Identify some students who need additional exam analysis skills.  The starting point will be those students who have access arrangements.  Small groups of students will look at exam technique and the meaning of command words. | | Some students do not perform well in examinations as they have a poor understanding of command words and exam technique.  In addition, there are JP students who have access arrangements who do not know how to use them. This may have an impact on exam performance. | Questions will be retested to assess impact.  Mocks and Core Mocks 2 papers/data will also analysed to help identify students needing support and also impact. | AP  ML  CF  HoS | January, March, August 2018 |
| Targeted support  (Outcome A, B & C) | The CTG administrator will respond to the needs of JP students through targets mentoring and tuition, literacy teaching, numeracy support.  A dedicated CTG administrator can focus on JP students and work to close their gaps. | | Some students require additional in class support/small group teaching to reinforce key learning points.  The EEF Toolkit shows benefits of small group intervention between +1 and +4 months impact. Mentoring can benefit up to 1-2+ months additional progress. 1:1 tutoring can benefit up to 5+ months additional progress. | Improved attainment through target support.  Testing and resting will show impact.  Students will show a positive response. | ML  AP | January, March, June 2018 |
| **Total budgeted cost** | | | | | | £12,200 |

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| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Targeted support for safeguarding, welfare and wellbeing.  (Outcome D) | EWO role to support the work of the CTG coordinator, focusing on the JP students.  Communication between school and home will support students to improve attendance.  Attendance plans will be completed with students and parents for those with persistent low attendance rates. Provision of group support for self-esteem and Decider skills will be implemented. | The attendance and punctuality of some JP students is not in line with non-JP students. Attendance has a direct link to attainment.  Some JP students are vulnerable, with SEMH issues and small group workshops help this and promotes self-esteem and self-regulation. | JP students will achieve an attendance figure of 96%.  Small group support feedback from student voice and improved learning.  Identify students who need additional support, through Closing The Gap Inclusion meetings.  HoY continue to monitor attendance and create Attendance Plans.  The EWO to support in removing barriers, real or perceived, preventing JP students not attending. | MB  AP  HoY  GLP  KLM  CM  EM | October, November 2017  January, March, May, July 2018 |
| Improved self-esteem and well-being for JP students, focussing on aspirations, enrichment and access to the curriculum.  (Outcome D) | **Improve engagement** though rewards through the Learning Credits system Y11.  Boys Club.  Whole School Awards for KS3 and Y10. | To reward students and celebrate independent learning, effort and determination.  To raise motivation with tangible rewards. | Independent learning, intervention session and after school intervention/revision will be rewarded.  Students involved in initiatives designed to raise effort will be successful.  Whole school awards will have the same percentage of JP students awarded. | CF  JA  All staff | January, March, May, July 2018 |
| Improved self-esteem and well-being for JP students, focussing on aspirations, enrichment and access to the curriculum.  (Outcome D) | **Raise aspirations** for targeted students through additional Post 16 visits.  Raise aspirations for all students though Mock Results Day. | Awareness that there is a clear link (especially for boys) when there is a plan for the future and and can link achievement to a goal. | Identify students who need additional support with Post 16 choices. FT, HoY, Behaviour Manager, DI will support identifying the students.  No JP is a NEET student.  CF to liaise with PiXL Associates about Mock Results Day. | FT  GLP  KLM  AP  CM | March (Mocks 2 data) 2018. |
| Improved self-esteem and well-being for JP students, focussing on aspirations, enrichment and access to the curriculum.  (Outcome D) | **Enrichment through…**  Trips  Theatre Visits  History Battlefields Trip  Geography fieldtrip  Duke of Edinburgh Award  Subject related events  School specific events | Trips and enrichment opportunities to broaden horizons and offer learning opportunities beyond the classroom. JP students may not have equal access to such opportunities. | Identify students who need curriculum opportunities to be part/fully funded.  Ensure that all students are offered enrichment opportunities. | AP  All staff | September 2017  March, June 2018 |
| Improved self-esteem and well-being for JP students, focussing on aspirations, enrichment and access to the curriculum.  (Outcome D) | **Access to the curriculum through…**  Minibus /Taxis/Bus fares home  Equipment  Revision guides  Subject specific resources | Some JP students do not have the resources to enable them to have the equipment needed for school. If they have this equipment, then a level playing is created and enables students to feel equal to their peers.  Some students also do not take opportunities at school as they cannot get home. Taxis/bus fares/minibus will be provided to enable them to attend. | Monitor the attendance of JP students against non-JP students for enrichment opportunities.  Monitor all opportunities to analyse which students have not had the same access. | CF  JA  AP | September 2017  March, June 2018 |
| Increased attendance and punctuality for students eligible for JP.  (Outcome E) | EWO/Attendance Officer to monitor students and follow up on absences.  Parents of JP students should also be made aware of any forthcoming events and strong links made. | Attainment cannot improve for students if they are not attending. Some JP students have lower attendance than 96%.  There is a direct link between attendance and attainment.  There is also a direct link between parental engagement and attainment at school. | Attendance Officer and EWO to meet with CTG Coordinator to monitor attendance patterns and respond quickly.  Attendance and progress discussed at RAT and CTG meetings.  Attendance Plans for targeted students.  JP parents are contacted about upcoming events but also made aware of successes and celebrations. | MB  KD  AP  CF  HoY | October, November 2017  January, March, May, July 2018 |
| **Total budgeted cost** | | | | | £20,000 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | 2017 | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for JP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Narrow the gaps in progress between JP students and their peers who have the same starting point. | CPD opportunities for staff and support staff  Pixl  Tassomai  Mengage | High quality CPD has focussed on key school improvement areas: Teaching &Learning - Changing habits not just knowledge (Explain, Model, Scaffold, Practise; Metacognition, Modelling), Assessment, Marking and Feedback -DIRT, new GCSE specifications with a focus on raising standards further and improving outcomes for all students across KS3 and KS4.  Focus on engaging Y11 to attend after-school interventions. No of hours of additional revision and intervention programmes attended by students in after-school and holiday sessions with teaching staff - ?    Non-JP  67% of all GCSE entries were 9-4/A\*-C  61% of students achieved at least 5 passes at 9-4/A\*-C including English and Maths  83% of students achieved 9-4 in English Language and 70% 9-4 in Maths  KS2-KS4 progress:  Progress 8 score +0.18  Attainment 8 score 41.87  87% achieved 3 levels of progress in English  67% achieved 3 levels of progress in Maths  JP students  37% of all GCSE entries were 9-4/A\*-C  22% of students achieved at least 5 passes at 9-4/A\*-C including English and Maths  50% of students achieved 9-4 in English Language and 33% 9-4 in Maths  KS2-KS4 progress:  Progress 8 score -0.54  Attainment 8 score 29.63  59% achieved 3 levels of progress in English  31% achieved 3 levels of progress in Maths | Individual targeted programmes have a positive impact on progress and attainment.  Targeted revision programmes have a positive impact on progress and attainment.  Intervention programmes and support should be targeted at MAT and HAT students.  Continued use of Pixl enables teachers to learn from best practice around the country to encourage innovation. This approach will continue to be used in 2018. (Sutton Trust Toolkit – Mastery Learning (+5), Collaborative Learning ((+5), Individual Instruction (+2) months of additional progress).  HOD follow up on CPD as part of the MER structures and maintain focus with key agenda items at departmental meetings.  Y11 students need an incentive to attend revision sessions.  Investigate a ‘Passport to Success’ study skills resources and revision pack.  Mengage not as useful as hoped, as we were further ahead in our approaches than they assumed.  The school is aware there is still a gap in JP v non-JP attainment that needs to be addressed. The statistics show that Les Quennevais is in line with or better than other 11-16 schools in Jersey:   * for a standard pass at 4+ in English and Maths * for a strong pass at 5+ in English * in best 8     43% of JP LATs made the same or better progress in A8 and P8 as others from the same starting point.  20% of JP MATs made the same or better progress in A8 and P8 as others from the same starting point.  50% of JP HATs made the same or better progress as others from the same starting point.in A8. (Based on 2 students).  0% of JP HATs made the same or better progress as others from the same starting point.in P8. (Based on 2 students). | £53,027 |
| Increased understanding of the barriers and challenges for each JP student. Students who are underachieving are identified and appropriate support and interventions are provided to improve progress. | Student profiling | Higher level of engagement towards learning is developed and ability to access to the curriculum improves – 100% of Y11 JP students were entered for exams in the academic year 2016-17. 94% of the Y11 JP students achieved 5+ 9-4/A\*-G including English and Maths.  Y11 JP students make the expected levels of progress as other students from the same starting point – The Progress 8 score for JP students is -0.54 compared to non-JP students at +0.12 with a difference of -0.72 for 2016/17 results.  Attendance of JP students is at the same or better rate than their peers – Overall school attendance is 95.6% with overall JP school attendance at 94.6% | Finding solutions to barriers can increase engagement in learning and progress and increase attainment.  The monitoring and evaluating process of the progress of all JP students in order to close the gap between JP and non JP attainment is an imperative aspect of the student profiling.  Close working relationships between the CTG Co-ordinator and leaders of other groups - DI, HoS (especially the core), EWO, HoY, CTG Administrator and the RSL is fundamental to the success of an effective monitoring and tracking system.  The predicted Progress 8 score for current Y11 JP students based on staff targets is +0.58 compared to non-JP students at +0.7 with a difference of -0.12 for January 2018. Improved progress is predicted for the current Y11 students in their GCSE exam results for 2017/18.  Liaison with the SBEWO ensures that targeted support can be implemented to support vulnerable students whose attendance, welfare and/or wellbeing needs additional intervention. |  |

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| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for JP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Levels of progress in literacy are the same or better for Y7, Y8 & Y9 JP students as other students from the same starting point. | Small group additional learning provision for students with low levels of literacy using Lexia and Reading Plus. | Levels of literacy increased for students who completed at least 12 weeks on the Lexia programme from March – Sept 2017.  14 students completed the programme, 2 of which were JP students. Levels of progress are in line with their peers from the same starting point, with spelling age increasing by 12 months.  Levels of literacy increased for students who completed the Reading Plus programme from March – Sept 2017.  23 students started the programme, 8 of which were JP students. Levels of progress are in line with their peers from the same starting point, with spelling ages and reading ages increasing by at least 12 months for 7 students from Sept 2015 (with continued use). 3 Y10 JP students have not completed the programme. | Continued use of the Lexia and Reading Plus literacy programmes have delivered successful results improved spelling and reading levels. These approaches will continue to be used in 2018.  Different types of Literacy e.g. Catch-Up Literacy support and intervention programmes need to be delivered to meet the needs of different students. | £7189 |
| Accelerated progress in numeracy for Y7 & Y8 JP students. | In class support for Y7 JP students with low levels of numeracy.  Small group additional tuition for identified Y8 students. | Y7 - 27% of the group are JP students. 83% of the JP students have made accelerated progress evidenced through the RAG rated assessments. Students have moved from red to amber, amber to green and sustained green to green assessments from pre-test to post test results.  Y8 - 75% of the targeted students made improved progress following a diagnosis, teach, test programme of maths tuition. | In class support has been successful for the Y7 maths group and this approach will continue. In addition small groups of students will be extracted once a week to close the gaps of learning on identified skills in using numbers and mathematical approaches/methods.  Small group targeted interventions are successful and this approach will be modified and used in the future with a larger number of targeted students.  Different types of Numeracy support and intervention programmes need to be delivered – Catch-up Numeracy.  Personalised intervention programmes can increase academic performance. (Sutton Trust Toolkit – Teaching assistants (+1), 1 to 1 tuition (+5), mentoring (+1)). | £5000 |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for JP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Increase the learning opportunities outside the classroom and allow student participation in a range of curriculum events and extra-curricular programmes and ensure JP students have the same provision of resources as their peers.  High levels of attendance. | Participation in curriculum enrichment opportunities and provision of resources. Participation in Cultural Capital enrichment opportunities and provision of resources. | 97 JP students have benefited from additional learning opportunities outside of the classroom (Autumn 2017)  48 JP students have benefitted from participation in curriculum events (2017).  8 subject areas have provided JP students in Y10 and Y11 with curriculum/revision resources (2017). | Subject related enrichment activities and visits can increase engagement in school and raise aspiration. Subject related extra-curricular materials encourage attendance at after school clubs. (Sutton Trust Toolkit – Arts and Sports participation (+2), outdoor and adventure learning (+3), Extending school time (+2)  High quality T&L resources can meet the requirements of the new GCSE specifications – HODs need to consider which would have the greater impact on outcomes at KS4. | £7995 |
| Improve the safeguarding, education welfare and wellbeing of JP students. | School based Education Welfare Officer employed. | Students identified at risk, requiring mental health support, requiring improved attendance rates can be identified, supported ensuring individual needs are met within a quicker timescale – 31 JP students.  Whole school drive on improving attendance towards a target of 96%. Achieved 95.1% at the end of December 2017, of which JP were 94.1%  Successful partnerships developed with ‘hardest to reach’ families – 25 JP students. | Provision of programmes to support students allows early intervention for improving wellbeing.  High levels of attendance, however, improvements can still be made. | £3000 |

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| 1. **Additional detail** |
| * In this section you can annex or refer to **additional** information which you have used to inform the statement above. |