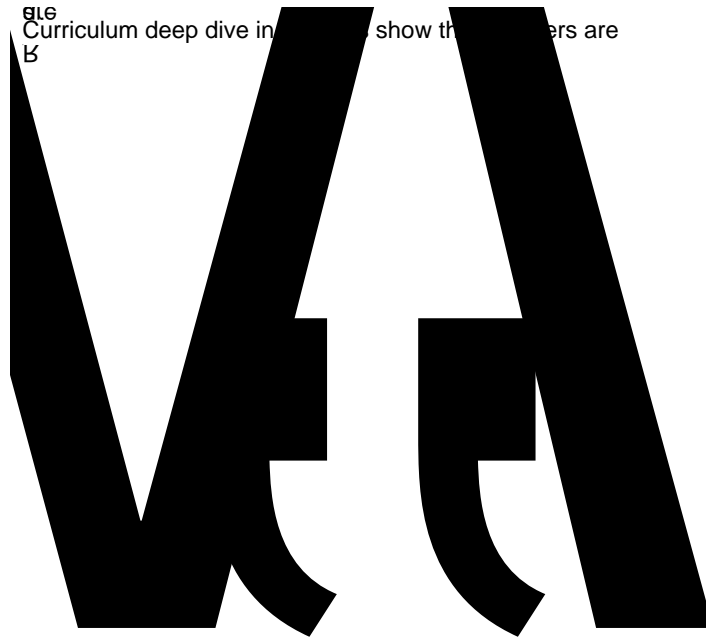


Priority 1

Students experience high quality first teaching so that the attainment gap is narrowed and all students have positive progress.

Teachers are aware of the disadvantage students may face and adapt teaching methods to improve rates of progress



Priority 1

Tilt KS4 interventions towards disadvantaged students to support student progress.

In year 11 there are 49 disadvantaged students, consisting of 21% of the year group. Interventions are being allocated based on trial exam results and all

Term 1- summary of impact

10 students engaged fully with the intervention and attended regularly

7 students were engaged fully for the first half term, however, attendance and engagement declined in the second half term. These students have been removed from the intervention for half term 3, to potentially pick back up in HT4.

2 students did not attend the intervention and were removed from the sessions.

Students demonstrated a higher understanding of the Literature texts and said they felt more confident going into the year 11 mock exam.

Their writing and analysis skills have improved

Term 2 - identify student need and respond in a bespoke manner.

9 students (7 PP) received targeted anthology poetry sessions, 3 lunchtimes over the fortnight - securing their knowledge of all 15 poems in the Power and Conflict section of the English Literature GCSE. An email was sent out, firstly, to all y11 PP students to gauge their interest in the session, then to the rest of y11. One group was for HA students, the other for LA/MA students.

Attendance was excellent and all students fully engaged. All reported a big increase in their confidence moving forward with poetry. Every student wants to continue next half term and three extra students have requested to join.

Term 2 - identify student need and respond in a bespoke manner.

To improve GCSE Maths CPI and work towards securing a grade 4

: 15 students (all PP) selected in half term 1 did not achieve grade 4 in their year 10 Maths GCSE mock exams or were not achieving their target grades in their current CPI. Takes place during RSE lessons or tutorials. The sessions were student-led, in the way that they identified the topics they were not confident with and we focused on one of them each session, reinforcing the next day.

Attendance was excellent in general
for all students

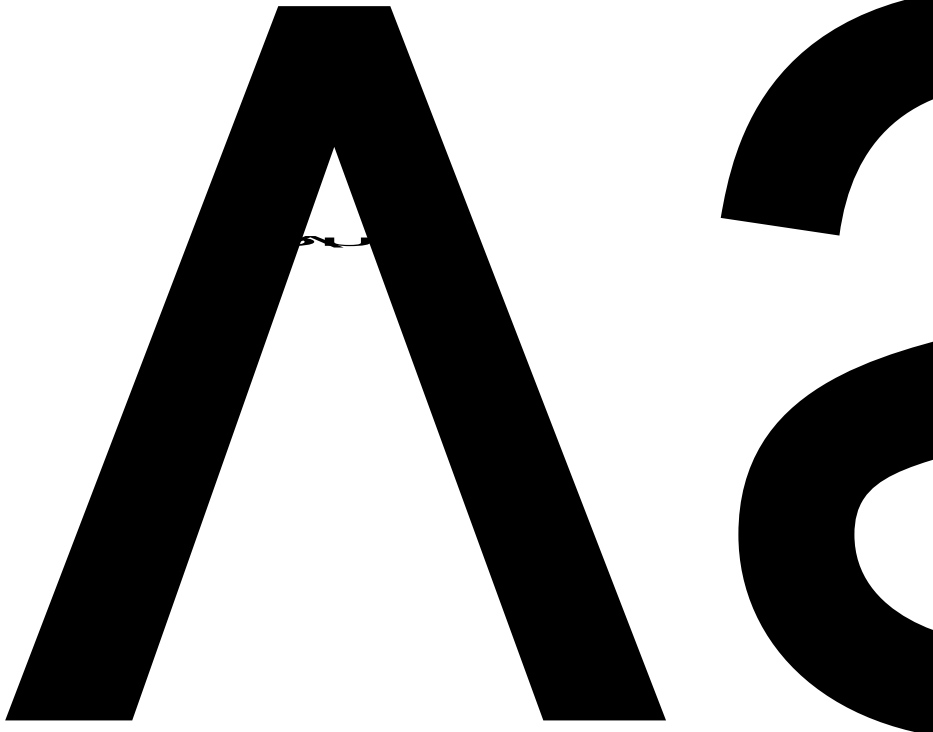
At end of, [redacted] RSE

: 68 year 10 and year 11 students, who struggle to access Core PE - needs ranging from anxiety to lack of confidence to behaviour issues.

summary of impact
Students are on the whole engaged and enthusiastic during the sessions. Students who have previously been excluded from PE are getting regular exercise and it has been a great social opportunity for anxious students who find it difficult to engage in conversation. Some students however, have returned to Core PE due to not engaging during more inclement weather in the Winter.
2-dog walking has been beneficial to some students who struggle with the pressure of y11. Selection based on needs of students

To support KS4 students' emotional health and wellbeing
6 KS4 students (4 PP) who have mental health issues, pre-arranged meetings at least once a week to talk through issues and work towards feeling better emotionally. However, most of these sessions are given on an ad hoc basis, as and when needed, not a regular meeting.

summary of impact
Students have voiced that having an adult in school to talk to on a regular basis



Students have made good progress with reading and

In the Y8 Group, 100% of students improved their Reading and Spelling age, with one student making +9 months progress with their Reading and +7 months progress with their spelling (CN Y8). Details of individual student progress can be found in the Arrow spreadsheet which can be accessed using the link above in the Impact section of the document.

6 students participated in the ARROW intervention sessions.(6x y8)

In the year Y8 group, 4 of the students were PP and 100% of students improved their Reading and Spelling Age, with one student making +11m progress with their Spelling and +4m with their Reading.

Thrive support students to plug gaps in their Cognitive Development, as well as support them to build skills and coping mechanisms to fully participate and engage with their learning. The long term goal of Thrive is to allow students to build transferable life skills that can be implemented into everyday life. Another aim of the Thrive programme is to lower the rate of permanent exclusions from secondary.

Implementation:

1 to 1 support for identified students, as well as group workshop sessions. The work is all being tailored and individualised to meet the needs of students involved. Students are to be assessed before the interventions with the Thrive Practitioners complete a 6 week session guide which is reviewed and reassessed to see what progress has been made.

The teacher spreadsheet is a list of the students that are accessing the Thrive Intervention programme this academic year. The spreadsheet was created by Mrs. Interulli and is available on the school website.

