

## Secondary premium strategy statement

1. Summary information					
School	New River College (Secondary)				
Academic Year	2019/20	Total PP budget	£38,803	Date of most recent PP Review	September 2019
Total number of pupils	51	Number of pupils eligible for PP	42	Date for next internal review of this strategy	September 2020

2. Current attainment		
	<i>Pupils eligible for PP (NRC)</i>	<i>Pupils not eligible for PP (NRC)</i>
% achieving 5A* - C incl. English / Maths (2018/19)	0%	14%
% achieving expected progress in English / Maths (2018/19 only)	40%/40%	85.7%/71.4%
Progress 8 score average (from 2018/19)	N/A	N/A
Attainment 8 score average (from 2018/19)	N/A	N/A

2018-19 - KEY STAGE 3						
PUPIL PREMIUM	READING		WRITING		MATHS	
	EOY Target Met	Aspirational Target Met	EOY Target Met	Aspirational Target Met	EOY Target Met	Aspirational Target Met
YES	85.7%	42.9%	42.9%	14.3%	85.7%	42.9%
NO	88.9%	44.4%	88.9%	44.4%	100%	55.6%
2018-19 - KEY STAGE 4 – Year 11						
PUPIL PREMIUM	ENGLISH		MATHS			
	EOY Target Met	Aspirational Target Met	EOY Target Met	Aspirational Target Met		
YES	40%	40%	40%	20%		
NO	85.7%	71.4%	71.4%	57.1%		

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

#### In-school barriers (issues to be addressed in school, such as poor literacy skills)

<b>A.</b>	All pupils at KS3 are below or well below their chronological age in reading. Average reading ages are as follows (September 2019)	
	<b>KS3 Overall</b>	<b>8/11</b>
	KS3 PP	9/1
	KS3 Non PP	8/3
	<b>Y10 Overall</b>	<b>11/0</b>
	Y10 PP	12/6
	Y10 Non PP	9/6
	<b>Y11 Overall</b>	<b>11/5</b>
	Y11 PP	11/5
	Y11 Non PP	11/7
Pupil premium pupils are broadly in line with others in their progress with reading at KS3 with an ongoing focus on raising attainment in reading for disadvantaged pupils. However, at KS4 PP pupils are not making as much progress as others and reading ages continue to be a barrier to pupils making good progress at KS3 and KS4.		
<b>B.</b>	SEMH (Peer group and adult relationships, self-control and management of emotions, social behaviour and attitudes to learning) to be addressed.	
<b>C.</b>	Most pupils with SEN struggle in their writing, are reluctant writers and need additional support and resources to develop the resilience to improve their work. Pupil premium pupils do less well than others in Maths at KS4.	

#### External barriers (issues which also require action outside school, such as low attendance rates)

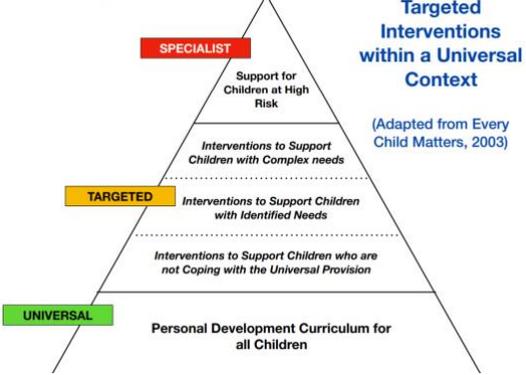
**D.** Attendance and punctuality to lessons to be addressed.

### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To accelerate pupils' progress in reading and comprehension at KS3 and KS4 so the gap is closing.	Pupils' on entry reading is generally low. The majority of pupils have reading ages of 10 years and below. All pupils to have a reading target of improving by 18 months in reading age over a school year. Pupils eligible for PP to make as much progress as other pupils. Where they are not, departments are putting in place Wave 1 and Wave 2 interventions, monitored by heads of department (HOD) and senior team. Resources and intervention in tutor time raises attainment in English. Each week the HOD English provides tutors with a literacy based task.

<p><b>B.</b></p>	<p>Problem behaviour particularly self-control and management of emotions to be addressed</p>	<p>A completed review of how pupil’s personal development is currently assessed and how it might be improved from 2018-19. A new personal development tool to be developed to monitor, assess and report on progress pupils achieve in their personal development. The aim is to support all pupils at New River College to develop as resilient, independent and responsible citizens, making informed and healthy decisions throughout their lives.</p> <p>The intent behind the Personal Development Tool is to provide a:</p> <ul style="list-style-type: none"> <li>• Methodology for benchmarking pupils individual personal development when they arrive at the College and for measuring the acquisition of personal development skills over time;</li> <li>• Map of the Universal Personal Development curriculum provision at the College;</li> <li>• Programme of individual interventions to support pupils personal development;</li> <li>• Framework for recording, analysing and feeding back about pupil personal development;</li> <li>• Forum for structured conversations with pupils and parents regarding pupils’ development.</li> <li>• Platform for parents to actively support the progress of their children.</li> </ul> <p>All pupils have targets set with their tutors and interventions to work on these. Support/intervention enables pupils to work through and reflect on incidents and difficulties.</p> <p>Pupils’ progress towards their personal conduct and behaviour targets are tracked with data capture half-termly. Pupil premium pupils make as much progress as other pupils.</p>
<p><b>C.</b></p>	<p>Improve attainment of pupils with SEN K who struggle in their writing, are reluctant writers and who need support to develop the resilience to improve their work.</p> <p>Improve the attainment and progress of disadvantaged pupils in maths at KS4.</p>	<p>All pupils require SEN support for SEMH or learning needs. This alongside the negative experiences they have of school mean they can struggle with the process of writing and/ or are reluctant writers. It is a challenge to have pupils produce extended writing and self-esteem and confidence difficulties mean they are reluctant to draft and redraft work.</p> <p>Book monitoring and learning walks will show evidence of improved engagement in writing tasks in all subjects across the school. Impact of CPD will be evident in book scrutiny demonstrating extended writing across the curriculum.</p> <p>Providing access to use of computers where needed will improve access and engagement.</p> <p>Support for all teachers to develop displays to support literacy and extended writing in every classroom e.g. connectives, sentence starters to extend evaluation and vocabulary walls.</p> <p>Resources and intervention in tutor time raises attainment in Maths at KS4 and closes the gap in progress of PP pupils. New teacher tracking to be in place to support teachers planning to address gaps in learning and misconceptions. CPD to enhance teaching of mathematical skills across the curriculum.</p>
<p><b>D.</b></p>	<p>Attendance and punctuality to lessons to be addressed</p>	<p>Breakfast club including a special Friday breakfast for staff and pupils encourage pupils to come to school on time leading to improved attendance and punctuality to lessons.</p> <p>Use of SIMs lesson monitor to support teachers to track more effectively and follow up.</p> <p>EWO to support teachers through home visits, calls and PCNs where appropriate to improve attendance and punctuality to lessons.</p> <p>Personal development tool tracking of pupils’ progress towards attendance and punctuality targets shows improvement.</p>

5. Planned expenditure					
Academic year		2019/20			
i. Quality of teaching for all (pedagogy)					
Desired outcome	Action/approach	Evidence / rationale for this approach?	How we will ensure this is implemented well	Lead	Review
A. To accelerate pupils' progress in reading at KS3 so the gap is closing and, improve their comprehension skills.	<p>Enhance reading room space and resources.</p> <p>Introduction of a reward programme for reading.</p> <p>Use of Islington Road map to improve diversity of literature resources and purchase of age appropriate books for weaker readers.</p> <p>Whole school CPD and literacy strategy to embed reciprocal reading across secondary sites.</p> <p>Refresher CPD for all teachers in reciprocal reading strategies that they can use across the curriculum. All teachers use the strategies as a common approach to reading a text whatever the subject they are teaching.</p> <p>Support for displays in reciprocal reading.</p>	<p>Intervention with reading lessons aims to enable greater engagement with books, promotes independence and supports vocabulary building. The aim is to encourage a love of reading and support pupils 1:1 where they struggle. The reading room offers a space for 1:1, 1:2 that particularly supports pupils with ASC, ADHD and ODD as it reduces noise and distractions.</p> <p>Studies on reciprocal reading have been very positive in terms of the benefits in pupils' accuracy and reading comprehension. Adopting reciprocal reading strategies as a common approach in lessons allows a school to ensure that children develop a language for talking about and investigating texts. It is very useful as a consistent approach to support children's reading in different curriculum areas and improve literacy across the curriculum. The reciprocal reading approach involves pupils working in pairs or small groups that will develop their social interaction skills.</p>	<p>Further develop SOL for reading lessons with new novels to boost engagement and develop pupil's comprehension skills. All reading lessons are structured with the reciprocal reading approach.</p> <p>Rewards in place.</p> <p>Lesson observations to focus on how reading is prioritised in lessons.</p>	Deputy Head / Head of English	<p>Review July 2020</p> <p>Resources Books £500</p>

<p>B. SEMH (Peer group and adult relationships, self-control and management of emotions, social behaviour and attitudes to learning) to be addressed.</p>	<p>Take steps to refocus on strategic approaches to personal development;</p> <ol style="list-style-type: none"> <li>1. CPD for senior leaders to establish an agreed and coherent framework for pupils personal development through working collaboratively;</li> <li>2. construct an intervention provision map and targeted intervention programmes as part of a comprehensive and coherent personal development curriculum;</li> <li>3. develop procedures for identifying interventions and the formative assessment of pupils progress between data drops;</li> <li>4. Research what others say and investigate practice and expertise in this area;</li> <li>5. provide training for all staff in the key aspects of pupils personal development.</li> </ol>	<p>To develop our strategy to provide a curriculum to meet pupils personal development needs through;</p> <ol style="list-style-type: none"> <li>1. designing an overall assessment framework (assessment areas, rating scale, criteria);</li> <li>2. Hierarchical intervention map</li> </ol>  <ol style="list-style-type: none"> <li>3. How pupils progress is tracked and interventions targeted</li> <li>4. How pupils self-assessment will be facilitated;</li> <li>5. The arrangements for formative assessments of pupil progress;</li> <li>6. How parents will be engaged and reported to;</li> <li>7. How developments will be monitored and evaluated.</li> </ol>	<p>Completed review and framework established. Development of data tracking system and CPD for staff in using this. Personalised support and curriculum for all pupils, careful tracking and monitoring of progress towards personal conduct and development targets. Regular reviews with parents.</p> <p>CPD and support for staff so tutor time, interventions and curriculum is developed to ensure pupils have 1:1 reviews of their progress towards personal conduct and development targets.</p>	<p>Head of Centres (JR / MG) / Assistant head of Centres</p>	<p>Review July 2020</p> <p>£10,000 for an external consultant to support development.</p>
<b>Total budgeted cost</b>					£10,500
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Action/approach</b>	<b>Evidence / rationale for this approach?</b>	<b>How will you ensure it is implemented well?</b>	<b>Lead</b>	<b>Review</b>

<p>A. To accelerate pupils' progress in reading at KS3 so the gap is closing.</p>	<p>English department to lead on engaging pupils in the Lexia programme.</p> <p>Lexia to be delivered within English curriculum time to consolidate pupil usage and engagement.</p> <p>Introduction of guided reading at Elthorne Road site.</p>	<p>Lexia begins with an assessment to place pupils at the appropriate starting point on the programme and the software then tracks pupils' progress as they work independently, automatically providing extra practice on areas of difficulty where needed. Pupils are expected to use the system at least four times each week for around 30 minutes.</p> <p>The pupils can use the programme at home as part of their home learning and gain rewards.</p> <p>Some pupils who are not managing school can access the Lexia programme beyond the time that the school specialist intervention team is able to provide for 1:1 tutoring.</p> <p>Access to more engaging books and SOL building comprehension skills.</p>	<p>Engage with parents and pupils before intervention begins to address any concerns.</p> <p>Track data in reading ages on entry and in June 2020.</p> <p>HOD to observe reading lessons and provide feedback / support.</p> <p>Regular monitoring of pupil progress with Lexia. Weekly assemblies reward pupils who use Lexia frequently and are making good progress.</p>	<p>LM</p>	<p>July 2020</p> <p>Lexia Programme £2000</p>
<p>B. SEMH (Peer group and adult relationships, self-control and management of emotions, social behaviour and attitudes to learning) to be addressed.</p>	<p>Ongoing support worker to work alongside tutors and heads of centre to provide 1:1 mentoring for pupils to meet specific targets for improving their personal conduct and behaviour.</p> <p>2019-20</p> <p>External review of personal development tool (see above) and interventions.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Robust tracking and data monitoring system to be put in place that enables evaluation of impact of interventions.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Structured conversations termly with the family evaluate the impact of mentoring in each pupil achieving their targets.</p> <p>Fortnightly team around the school meetings will review pupils' progress towards their targets.</p>	<p>JR / MG / WD / HH</p>	<p>July 2020</p> <p>£25,000 (Behaviour mentor)</p>

<b>Total budgeted cost</b>					£27,000
<b>iii. Other approaches (whole school strategies)</b>					
<b>Desired outcome</b>	<b>Action/approach</b>	<b>Evidence / rationale for this approach?</b>	<b>How will you ensure it is implemented well?</b>	<b>Lead</b>	<b>Review</b>
b. SEMH (Peer group and adult relationships, self-control and management of emotions, social behaviour and attitudes to learning) to be addressed	Identify a targeted behaviour intervention for identified pupils to be delivered by CAMHS clinicians	See CAMHS Reports	Pupils require ongoing 1:1 support. We will continue this approach	JR / MG	July 2020
C. Improve attainment of pupils with SEN who struggle in their writing  Raise attainment of PP pupils at KS4 in Maths	All classrooms to have to have connective words and sentence starters on display. Use of past exam questions within lessons to encourage greater writing in class Opportunities for improving and redrafting/editing are more systematically built into lessons across the curriculum.  Tutor time includes a dedicated slot once a week for literacy. A range of resources for tutors to engage pupils with book choosing and reading 'banned books', SPAG and sentence structure activities.	Pupils show an increased engagement in their learning and increase in attainment.  Tracker for skills development and gap analysis used to support further intervention. Greater time within the school day to practice skills.	Monitoring of books, lesson visits include focus on displays.  Team meetings, resources and CPD for tutors. Tracking and monitoring progress.	HOD English	July 2020  £500

	Resources to support tutors to deliver Maths skills in tutor time for Year 11. Revision study guides in functional skills and GCSE available for all pupils.				
d. Attendance and punctuality to lessons to be addressed.	<p>To review the current strategy and actions to attendance and punctuality and develop a plan.</p> <p>Track interventions for persistent absentees and regularly review in TAS.</p> <p>Due to their SEMH difficulties attendance is currently affected by exclusions from school. Heads of centre need to review exclusions and work on alternatives particularly in view of pupils complex SEN needs.</p>	SIMs lesson monitor offers centralised and detailed tracking for each lesson. Attendance and punctuality to lessons is proven to affect academic attainment and progress.	Regular team around the school meetings to review progress and action.	JR / EWO JO	£1,000
<b>Total budgeted cost</b>					£1, 500

## 6. Review of previous year's expenditure 2018-19

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: (Were success criteria met? Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
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<p>A. To accelerate pupils' progress in reading at KS3 so the gap is closing and, improve their comprehension skills.</p>	<p>Dedicated reading lessons</p> <p>Reading room</p> <p>Whole school CPD and literacy strategy to include reciprocal reading. Refresher CPD for all teachers in reciprocal reading strategies that they can use across the curriculum. All teachers and departments are introduced to the strategies as a common approach to reading a text whatever the subject they are teaching. Support for displays in reciprocal reading.</p>	<p>Success criteria: <b>Target Met</b></p> <p>Much improved scheme of learning for KS3 English and collaborative planning across the sites.</p> <p>There has been a significant increase in pupil premium pupils making progress in reading at KS3 and pupil premium pupils have made greater progress in reading in 2019 – 18 than in the previous two years. This has closed the gap between pupil premium pupils and their peers.</p> <p>2016 - 17</p> <table border="1" data-bbox="734 427 1267 612"> <thead> <tr> <th colspan="3">READING</th> </tr> <tr> <th>Pupil Premium</th> <th>EOY Target Met</th> <th>Aspirational Target Met</th> </tr> </thead> <tbody> <tr> <td>YES</td> <td>35.29%</td> <td>5.88%</td> </tr> <tr> <td>NO</td> <td>28.57%</td> <td>0.00%</td> </tr> </tbody> </table> <p>2017 – 18</p> <table border="1" data-bbox="734 651 1267 836"> <thead> <tr> <th colspan="3">READING</th> </tr> <tr> <th>Pupil Premium</th> <th>EOY Target Met</th> <th>Aspirational Target Met</th> </tr> </thead> <tbody> <tr> <td>YES</td> <td>66.7%</td> <td>53%</td> </tr> <tr> <td>NO</td> <td>92.31%</td> <td>46.15%</td> </tr> </tbody> </table> <p>2018-19</p> <table border="1" data-bbox="734 906 1267 1091"> <thead> <tr> <th colspan="3">READING</th> </tr> <tr> <th>Pupil Premium</th> <th>EOY Target Met</th> <th>Aspirational Target Met</th> </tr> </thead> <tbody> <tr> <td>YES</td> <td>85.7%</td> <td>42.9%</td> </tr> <tr> <td>NO</td> <td>88.9%</td> <td>44.4%</td> </tr> </tbody> </table>	READING			Pupil Premium	EOY Target Met	Aspirational Target Met	YES	35.29%	5.88%	NO	28.57%	0.00%	READING			Pupil Premium	EOY Target Met	Aspirational Target Met	YES	66.7%	53%	NO	92.31%	46.15%	READING			Pupil Premium	EOY Target Met	Aspirational Target Met	YES	85.7%	42.9%	NO	88.9%	44.4%	<p>This approach needs to continue with refresher CPD to support particularly new staff in their confidence to deliver reciprocal reading across the curriculum. Role cards to be provided for all staff. 1:1 support in reflecting on how the strategy works in class and for particular pupils.</p> <p>On-going CPD that enables staff to reflect on the impact of CPD sessions and on what is working well is to be further embedded 2019-20.</p> <p>All pupils provided with a reading assessment (STAR reading) on entry during Induction as well as a standardized test in reading and writing. This is to ensure that progress can be tracked accurately from pupil's baseline. Any gaps or absence for retesting need to be constantly followed up to support comprehensive analysis of reading age as well as teacher assessment on reading.</p>	<p>£2000</p>
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<p>B. SEMH (Peer group and adult relationships, self-control and management of emotions,</p>	<p>CPD and support for staff so the tutor time curriculum is developed to ensure pupils have 1:1 reviews of their progress towards personal conduct and development targets.</p>	<p>Target met – <b>Ongoing to embed.</b></p> <p>Tutors work closely with their tutees to identify how they present, identify personal development targets and interventions that they agree will support them in their personal development.</p> <p>Evidence in personal development tool of pupils improved attendance, peer group and adult relationships, self-control</p>	<p>The data capture and roll out of the spreadsheet has been difficult as this is a completely bespoke tool for identifying need, identifying targets and intervention and reviewing progress. It was very ambitious. A review is needed and, a revised framework and</p>	<p>£2000</p>																																				

social behaviour and attitudes to learning) to be addressed.		and management of emotions, social behaviour and attitudes to learning	implementation strategy needed for 2019-20.																													
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<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> (Were success criteria met? Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>																												
A. To accelerate pupils' progress in reading at KS3 so the gap is closing.	English department to set up in school reading room and library and make use of Islington library services. English department to include reading in the curriculum. Purchase of books, furnishings to create a reading room. Intervention sessions 1:1, 1:2 with learning assistants. English department to lead on engaging students in the Lexia programme.	<p><b>Target met</b> in securing faster rates of progress in reading. See notes above.</p> <p>Of pupils that have had a retest in September 2019 pupil premium students have made better progress in their reading ages.</p> <table border="1"> <thead> <tr> <th></th> <th>Overall</th> <th>KS3</th> <th>Y10</th> <th>Y11</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td><b>Number of students</b></td> <td>10</td> <td>2</td> <td>6</td> <td>2</td> <td>7</td> <td>3</td> </tr> <tr> <td><b>Number Increased</b></td> <td>8</td> <td>1</td> <td>5</td> <td>2</td> <td>6</td> <td>2</td> </tr> <tr> <td><b>Average Change (in months)</b></td> <td>+ 8</td> <td>+ 5</td> <td>+ 10</td> <td>+ 6</td> <td>+11</td> <td>+2</td> </tr> </tbody> </table>		Overall	KS3	Y10	Y11	PP	Non PP	<b>Number of students</b>	10	2	6	2	7	3	<b>Number Increased</b>	8	1	5	2	6	2	<b>Average Change (in months)</b>	+ 8	+ 5	+ 10	+ 6	+11	+2	<p>Communication with parent / carers needed at least termly encouraging use of Lexia at home.</p> <p>Sessions with parent/carers during structured conversations as well as half-termly letter needed to secure confidence with logging in.</p> <p>Reminders of passwords and how to access needed weekly.</p> <p>Lexia sessions need to be built in to the lessons so pupils will access more readily at home.</p>	£5000
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B. SEMH (Peer group and adult relationships, self-control and management of emotions, social	Support worker to work alongside tutors and heads of centre to provide 1:1 mentoring for pupils to meet specific targets for	<p><b>Target met.</b></p> <p>Personal development target setting, intervention and outcomes monitoring evidence pupils' progress in attitudes to learning, improved relationships, incidents of behaviour and exclusions demonstrating improvement in 2018 – 19.</p>	<p>Pupils require ongoing 1:1 support. We will continue this approach.</p> <p>A review of the personal development programme, target setting, data collection and implementation is</p>	£25,000																												

behaviour and attitudes to learning) to be addressed.	improving their personal conduct and behaviour. Ongoing CPD for tutors and co-tutors to implement the personal development tool to monitor and track Students progress in their personal development. Design and implementation of tracking system to capture student outcomes in their personal development.		needed to ensure a common framework and greater coherence.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> (Were success criteria met? Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
B SEMH (Peer group and adult relationships, self-control and management of emotions, social behaviour and attitudes to learning) to be addressed	Identify a targeted behaviour intervention for identified pupils to be delivered by CAMHS clinicians	<b>Target met</b> Evidence of pupils' progress in learning, improved relationships, incidents of behaviour and exclusions is demonstrating improvement in 2018 – 19. See CAMHS reports	Pupils require ongoing 1:1 support. We will continue this approach.	£20,000

<p>C</p> <p>Improve attainment of pupils with SEN who struggle in their writing</p> <p>Raise attainment of PP pupils at KS4 in Maths</p>	<p>Reinvigorated whole school literacy strategy with specific emphasis on strategies to extend writing across the curriculum.</p> <p>Resources to support tutors to deliver Maths skills in tutor time for Year 11.</p>	<p><b>Target met</b></p> <p>Improved attainment at KS3 and KS4 2017-18 and 2018-19. There is still a gap at KS4 between PP and non PP pupils. There was a significant increase in the number of entries for Entry level and functional skills exams in English and Maths. Although the percentage of passes dipped on last year, the number of pupils gaining level 1 and level 2 in English and Maths increased and is the highest in 5 years. 33% achieved grade 4 and above in Maths (15.5% nationally). This is the best in 5 years.</p>	<p>Greater variety of literacy activities needed to engage pupils in tutor time, develop interests in reading and engage pupils around SMSC such as Black History Month, armistice day etc. Ongoing strategies are needed to encourage extended writing across the curriculum. Every subject needs to maximize opportunity for pupils to extend their writing. Further CPD and reflection opportunities needed to refresh.</p> <p>Introduction of GCSE English Literature for Year 10 to be trialled from September 2019 to further offer pupils opportunities to develop their writing and love of books.</p> <p>Continue to offer a tiered approach where pupils are able to work their way up through the qualifications on offer (Entry level, functional skills, GCSE) as this is proving to motivate pupils and develop their resilience to manage formal exams.</p> <p>Greater input and support from SENCO and EPs around strategies to enable the most complex pupils to engage with learning.</p>	<p>£2500</p>
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<p>D Attendance and punctuality to lessons to be addressed.</p>	<p>CPD for EWO and Head of Centre to develop further effective strategies using SIMs lesson monitor. Consistent, persistent, insistent application of revised attendance strategy across the College.</p>	<p><b>Target met.</b> Attendance improved from 64% in 2016-17 to 76% in 2017-18. It is 76.1% for 2018-19. Centralised and detailed tracking for each lesson and strategies developed through detailed consideration of pupils needs in team around the school have had impact. Attendance and punctuality to lessons is proven to affect academic attainment and progress. Regular team around the school meetings to review progress and action.</p>	<p>Ongoing for 2019-20 to review the current strategy and actions to attendance and punctuality and develop a plan.  Due to their SEMH difficulties attendance is currently affected by exclusions from school. Heads of centre need to review exclusions and work on alternatives particularly in view of pupils complex SEN needs.</p>	<p>£2000</p>
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