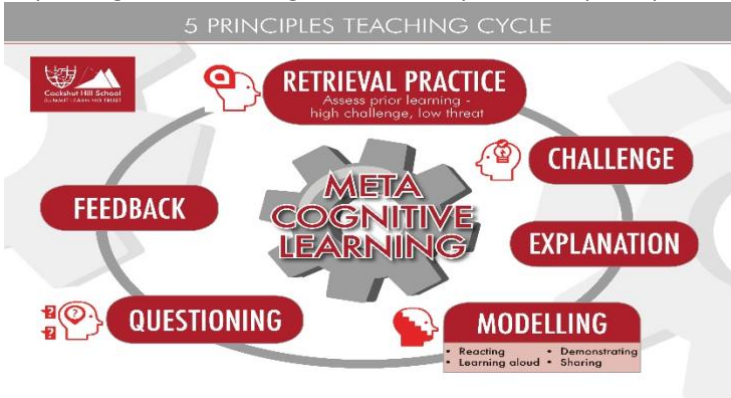


Pupil premium strategy statement review – 2023-2024

Teaching (for example CPD, recruitment and retention)																											
Activity	Challenges (number s) address	Impact																									
Retention schemes for the best staff including whole school leadership opportunities. - Coaching and mentoring (Literacy focus) - £3000 - Student leadership and voice - £2000 - Tutoring lead £2000 - Access arrangements £2000	2, 5	IIQ was deployed to support subject leaders in developing literacy within their department. IIQ worked closely to redevelop history's approach to guided reading and introducing vocabulary. IIQ also worked with performing arts to develop booklets to ensure learners are being exposed to tier 3 vocabulary. ZKO took the role of Leading Learners to enhance their presence within the school. Committees were more widely attended and the student leadership expanded. ASA and SBL took on the role of KS3 tutor lead and KS4 tutor lead respectively. This allowed close monitoring of the learners attendance and intervention to ensure progress was made. The progress made is detailed below: KS3 14 students - 40% made progress 17 students - 49% remained the same 4 students - 11% regressed – This was linked to poor attendance to school and tutoring. KS4 <table border="1"> <thead> <tr> <th>KS4 Tutoring</th><th>English (34)</th><th>Science (50)</th><th>Maths (69)</th></tr> </thead> <tbody> <tr> <td>% of learners that have made progress</td><td>41.18%</td><td>46.00%</td><td>36.23%</td></tr> <tr> <td>% of learners that have remained the same</td><td>44.12%</td><td>32.00%</td><td>42.03%</td></tr> <tr> <td>% of learners that have regressed.</td><td>14.71%</td><td>22.00%</td><td>21.74%</td></tr> <tr> <td>Boys</td><td>21</td><td>24</td><td>35</td></tr> <tr> <td>Girls</td><td>13</td><td>26</td><td>34</td></tr> </tbody> </table>		KS4 Tutoring	English (34)	Science (50)	Maths (69)	% of learners that have made progress	41.18%	46.00%	36.23%	% of learners that have remained the same	44.12%	32.00%	42.03%	% of learners that have regressed.	14.71%	22.00%	21.74%	Boys	21	24	35	Girls	13	26	34
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		Access arrangements - Due to the nature of the role and qualification required to take on the access arrangement role this position was not filled.																																																																																																																																																																
Whole school embedding of the EEF literacy strategy in lesson through the employment of school based literacy lead. This will include the focus on disciplinary literacy across the curriculum, targeted vocabulary instruction in all subjects, implementation of complex academic texts in all subjects through the ‘Love to read’ strategy amongst other classroom opportunities, increased opportunities for extended writing and accountable talk in all subjects	2	Data from hodder ART reading tests showing reading ages: <table><tr><th>Year 7</th><th>All</th><th>Male</th><th>Female</th><th>Disadv</th><th>Not Disadv</th><th>SEND</th><th>HAP</th><th>MAP</th><th>LAP</th></tr><tr><td>At/Above</td><td>67%</td><td>69%</td><td>66%</td><td>70%</td><td>58%</td><td>61%</td><td>90%</td><td>76%</td><td>44%</td></tr><tr><td>Below (Includes Sig)</td><td>29%</td><td>27%</td><td>30%</td><td>29%</td><td>29%</td><td>39%</td><td>10%</td><td>21%</td><td>54%</td></tr><tr><td>Significantly below (-2)</td><td>7%</td><td>7%</td><td>8%</td><td>9%</td><td>0%</td><td>20%</td><td>3%</td><td>3%</td><td>14%</td></tr></table> <table><tr><th>Year 8</th><th>All</th><th>Male</th><th>Female</th><th>Disadv</th><th>Not Disadv</th><th>SEND</th><th>HAP</th><th>MAP</th><th>LAP</th></tr><tr><td>At/Above</td><td>44%</td><td>42%</td><td>46%</td><td>44%</td><td>45%</td><td>22%</td><td>92%</td><td>58%</td><td>11%</td></tr><tr><td>Below (Includes Sig)</td><td>53%</td><td>53%</td><td>53%</td><td>53%</td><td>55%</td><td>73%</td><td>41%</td><td>41%</td><td>84%</td></tr><tr><td>Significantly below (-2)</td><td>33%</td><td>37%</td><td>28%</td><td>33%</td><td>32%</td><td>57%</td><td>0%</td><td>19%</td><td>62%</td></tr></table> <table><tr><th>Year 9</th><th>All</th><th>Male</th><th>Female</th><th>Disadv</th><th>Not Disadv</th><th>SEND</th><th>HAP</th><th>MAP</th><th>LAP</th></tr><tr><td>At/Above</td><td>39%</td><td>37%</td><td>42%</td><td>40%</td><td>38%</td><td>18%</td><td>100%</td><td>70%</td><td>26%</td></tr><tr><td>Below (Includes Sig)</td><td>57%</td><td>58%</td><td>55%</td><td>58%</td><td>55%</td><td>79%</td><td>0%</td><td>30%</td><td>74%</td></tr><tr><td>Significantly below (-2)</td><td>41%</td><td>44%</td><td>38%</td><td>47%</td><td>31%</td><td>68%</td><td>0%</td><td>16%</td><td>55%</td></tr></table> <table><tr><th>Year 10</th><th>All</th><th>Male</th><th>Female</th><th>Disadv</th><th>Not Disadv</th><th>SEND</th><th>HAP</th><th>MAP</th><th>LAP</th></tr><tr><td>At/Above</td><td>29%</td><td>24%</td><td>36%</td><td>25%</td><td>34%</td><td>25%</td><td>72%</td><td>40%</td><td>12%</td></tr><tr><td>Below (Includes Sig)</td><td>54%</td><td>60%</td><td>46%</td><td>59%</td><td>47%</td><td>75%</td><td>28%</td><td>60%</td><td>88%</td></tr><tr><td>Significantly below (-2)</td><td>34%</td><td>41%</td><td>25%</td><td>39%</td><td>28%</td><td>63%</td><td>3%</td><td>40%</td><td>65%</td></tr></table>	Year 7	All	Male	Female	Disadv	Not Disadv	SEND	HAP	MAP	LAP	At/Above	67%	69%	66%	70%	58%	61%	90%	76%	44%	Below (Includes Sig)	29%	27%	30%	29%	29%	39%	10%	21%	54%	Significantly below (-2)	7%	7%	8%	9%	0%	20%	3%	3%	14%	Year 8	All	Male	Female	Disadv	Not Disadv	SEND	HAP	MAP	LAP	At/Above	44%	42%	46%	44%	45%	22%	92%	58%	11%	Below (Includes Sig)	53%	53%	53%	53%	55%	73%	41%	41%	84%	Significantly below (-2)	33%	37%	28%	33%	32%	57%	0%	19%	62%	Year 9	All	Male	Female	Disadv	Not Disadv	SEND	HAP	MAP	LAP	At/Above	39%	37%	42%	40%	38%	18%	100%	70%	26%	Below (Includes Sig)	57%	58%	55%	58%	55%	79%	0%	30%	74%	Significantly below (-2)	41%	44%	38%	47%	31%	68%	0%	16%	55%	Year 10	All	Male	Female	Disadv	Not Disadv	SEND	HAP	MAP	LAP	At/Above	29%	24%	36%	25%	34%	25%	72%	40%	12%	Below (Includes Sig)	54%	60%	46%	59%	47%	75%	28%	60%	88%	Significantly below (-2)	34%	41%	25%	39%	28%	63%	3%	40%	65%
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Embedding the direct instruction model and task board in all classrooms based on the 5 principles of instruction by Shaun Allison and Andy Tharby. This will include ongoing professional development of how to successfully use task boards for maximum impact. As well as sharp focus by the lead practitioners on how to hone the 5 principles within lessons.	2, 5	All teachers follow our direct instruction model- using our 5 Principles. There is a strong focus on Retrieval Practice at the start of lessons and this is effectively embedded by all teachers allowing for prompt, purposeful engaging lessons and a real focus on improving students' long term memory. These 5 principles have been adapted for the academic year of 2024.  There were several PLD sessions throughout the year to hone and develop our 5 Principles- mostly Challenge, Feedback and AfL were the 3 key areas of focus as these were seen as priorities following learning walks and curriculum reviews. Best practice was shared and opportunities for staff to visit practice was created for teachers to observe each other specific to their area of need and focus through a two- week programme of 'T&L Showcase'. As part of our quality assurance here at CHS, every half term SLT alongside Curriculum leaders, complete learning walks and mini reviews where our Teaching cycle and use of learning boards etc are reviewed for best practice and areas of development.
Embed an effective coaching and mentoring programme to raise the standards of curriculum delivery across the school This will include staff qualifying with Andy Bucks Basic Coaching qualification. Those that are	2, 5	There are currently 17 staff members who have successfully completed and qualified in Andy Buck's Basic Coaching. These staff include both teachers and support staff and use their skills and expertise with both staff and students. Coaching is used to support our ECTs during mentoring meetings as well as with trainee teachers. We also use coaching skills and techniques in performance review meetings, line management meetings in a supportive and development capacity. Coaching is used with student also to support and guide them on their learning journeys. The AP for T&L and Deputy CEO have supported curriculum leaders through CARs to ensure they have the confidence and ability to showcase their curriculum intent, implementation etc and this has been hugely beneficial for our curriculum leaders.

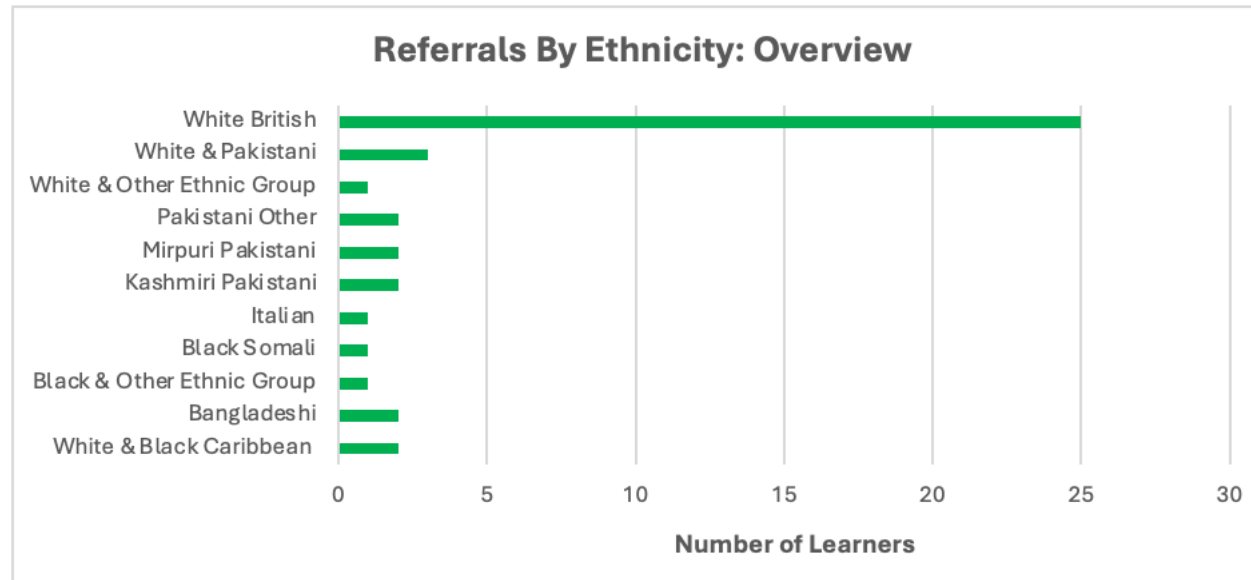
participating in mentoring will have Summit Learning Trust Professional Learning Institute training on expectations regarding mentoring. Staff will use their skills working with other for support and development.																																																																																																																																																														
Through achievement leaders embedding the use of year group intervention data analysis documents (YIDS) in classrooms to identify early underachievement from key underachieving subgroups and make strategic rapid interventions.	1, 2, 4, 5, 6	Achievement leader from each year group analysed the data post data drop to identify learners in key subgroups. This occurred twice a year, December and April leading into the final summative assessment, mocks or GCSE exams The focus was always SEND and HAP initially as our main areas of concern. This then encompassed the other key subgroups PP and boys. Achievement leaders completed a document that was then shared with teaching staff to highlight underachieving learners in each year group. With core subjects being the initial focus, identified learners then formed part of a wider discussion at subject leader level to identify strategies to support in class intervention to ensure rapid progress. In selection of the learner multiple data sets were taken into consideration including predicted grade based on attitude and effort in lesson, behaviour for learning both inside and outside of the classroom, attendance to school and lates to school as well as SOAR points achieved. The triangulation of data which was detailed on the intervention sheet meant that in class intervention could be specific to the child and support in addressing the reason for underachievement. <table><tr><td></td><td colspan="3">7</td><td colspan="3">8</td><td colspan="3">9</td><td colspan="3">10</td></tr><tr><td></td><td>Autumn ppg</td><td>Spring ppg</td><td>Summer ppg</td><td>Autumn ppg</td><td>Spring ppg</td><td>Summer cpi</td><td>Autumnp pg</td><td>Spring CPI</td><td>Summer CPI</td><td>Aut - ppg</td><td>Spring - ppg</td><td>Summer ppg</td></tr><tr><td>SEND</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>A8</td><td>3.57</td><td>3.95</td><td>3.36</td><td>3.31</td><td>3.30</td><td>2.90</td><td>3.59</td><td>2.91</td><td>N/A</td><td>2.67</td><td>2.50</td><td>2.39</td></tr><tr><td>Basics 4+</td><td>17.5%7.5%</td><td>40%</td><td>17.3%</td><td>20.8%</td><td>12.5%</td><td>6.3%</td><td>36%</td><td>20%</td><td></td><td>21.4%</td><td>7.1%</td><td>10.7%</td></tr><tr><td>Basics 5+</td><td></td><td>2.5%</td><td>5%</td><td>4.2%</td><td>2.1%</td><td>0%</td><td>12%</td><td>4%</td><td></td><td>3.6%</td><td>0%</td><td>7.1%</td></tr><tr><td>HAP</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>A8</td><td>5.64</td><td>6.02</td><td>5.70</td><td>5.85</td><td>5.45</td><td>5.28</td><td>7.10</td><td>6.50</td><td>N/A</td><td>5.43</td><td>5.52</td><td>5.87</td></tr><tr><td>Basics 4+</td><td>45%</td><td>80%</td><td>65%</td><td>84.6%</td><td>76.9%</td><td>61.5%</td><td>100%</td><td>100%</td><td></td><td>80%</td><td>76.7%</td><td>90%</td></tr><tr><td>Basics 5+</td><td>40%</td><td>60%</td><td>32%</td><td>69.2%</td><td>53.8%</td><td>30.8%</td><td>100%</td><td>100%</td><td></td><td>56.7%</td><td>50%</td><td>76.7%</td></tr><tr><td>PP</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>A8</td><td>4.49</td><td>4.88</td><td>4.49</td><td>4.42</td><td>4.38</td><td>4.01</td><td>4.26</td><td>4.03</td><td>N/A</td><td>3.49</td><td>3.57</td><td>3.59</td></tr></table>		7			8			9			10				Autumn ppg	Spring ppg	Summer ppg	Autumn ppg	Spring ppg	Summer cpi	Autumnp pg	Spring CPI	Summer CPI	Aut - ppg	Spring - ppg	Summer ppg	SEND													A8	3.57	3.95	3.36	3.31	3.30	2.90	3.59	2.91	N/A	2.67	2.50	2.39	Basics 4+	17.5%7.5%	40%	17.3%	20.8%	12.5%	6.3%	36%	20%		21.4%	7.1%	10.7%	Basics 5+		2.5%	5%	4.2%	2.1%	0%	12%	4%		3.6%	0%	7.1%	HAP													A8	5.64	6.02	5.70	5.85	5.45	5.28	7.10	6.50	N/A	5.43	5.52	5.87	Basics 4+	45%	80%	65%	84.6%	76.9%	61.5%	100%	100%		80%	76.7%	90%	Basics 5+	40%	60%	32%	69.2%	53.8%	30.8%	100%	100%		56.7%	50%	76.7%	PP													A8	4.49	4.88	4.49	4.42	4.38	4.01	4.26	4.03	N/A	3.49	3.57	3.59
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Targeted academic support (for example, tutoring, one-one support structured interventions)														
Activity	Challenges address	Impact												
Sparx mathematics	5, 6	A online platform was introduced for all of our learners to ensure maths homework was streamlined across all year groups and accessible. Since its implementation the number of learners completing homework has increased.												
Lexonic and training of staff to deliver	2, 5, 6	Learners made an average of 6 months to a year’s progress with their reading ages if they attended all sessions.												
Giglets literacy development programme	2, 5, 6	Did not pursue this after trailing it as it was not suitable for this setting.												
Year 11 period 5 (additional 4 hours teaching per week for academic year), delivered by teaching staff in students’ teaching groups Students will access a period 5 lesson, 3-4pm Monday, Wednesday, Thursday and Friday every week. The lessons will be taught curriculum focusing on both new content and retrieval. Period 5 is mandatory and all students will	2, 5, 6													
			2019	2022	2023	2023 PP	2024	2024 PP						
		Progress 8	-0.19	-0.07	-0.37	-0.93	-0.54	-0.69						
		Attainment 8	3.65	4.31	3.7	3.17	3.74	3.42						
		Basics 4+	36.8%	54.4%	44.7%	32.3%	49.2%	43.9%						
		Basics 5+	17.2%	38.9%	25%	20.2%	22.1	14%						
			2019	2022	2023	2024								
		SEND A8 Basics 4+ Basics 5+	20.32 12% 0%	27.86 16% 12%	26.82 27.9% 18.6%	25.58 25% 7.1%								
PP A8 Basics 4+ Basics 5+	35.9 30.6% 18.4%	38.77 43.3% 30.8%	30.92 30.3% 19.2%	34.06 43.9% 14%										

attend, with support where necessary.		<table><tr><td>HAP A8 Basics 4+ Basics 5+</td><td>53.63 80.5% 48.8%</td><td>57.55 96.9% 78.1%</td><td>56.58 80% 75%</td><td>52.96 83.3% 56.7%</td></tr></table>					HAP A8 Basics 4+ Basics 5+	53.63 80.5% 48.8%	57.55 96.9% 78.1%	56.58 80% 75%	52.96 83.3% 56.7%																															
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School holiday small group tuition in GCSE/Vocational subjects at KS4	2, 5, 6	<table><tr><td>BOYS A8 Basics 4+ Basics 5+</td><td>33.1 34.2% 12.8%</td><td>40.79 53.9% 36.3%</td><td>34.25 41.3% 19.2%</td><td>34.98 45.5% 17%</td></tr></table>					BOYS A8 Basics 4+ Basics 5+	33.1 34.2% 12.8%	40.79 53.9% 36.3%	34.25 41.3% 19.2%	34.98 45.5% 17%																															
BOYS A8 Basics 4+ Basics 5+		33.1 34.2% 12.8%	40.79 53.9% 36.3%	34.25 41.3% 19.2%	34.98 45.5% 17%																																					
School holiday small group tuition for English and Mathematics at KS3																																										
KS4 form time English and Mathematics delivered by English and Mathematics teachers.	2, 5, 6	<table><tr><td></td><td>2019</td><td>2022</td><td>2023</td><td>2023 PP</td><td>2024</td><td>2024 PP</td></tr><tr><td>Progress 8</td><td>-0.19</td><td>-0.07</td><td>-0.37</td><td>-0.93</td><td>-0.54</td><td>-0.69</td></tr><tr><td>Attainment 8</td><td>3.65</td><td>4.31</td><td>3.7</td><td>3.17</td><td>3.74</td><td>3.42</td></tr><tr><td>Basics 4+</td><td>36.8%</td><td>54.4%</td><td>44.7%</td><td>32.3%</td><td>49.2%</td><td>43.9%</td></tr><tr><td>Basics 5+</td><td>17.2%</td><td>38.9%</td><td>25%</td><td>20.2%</td><td>22.1</td><td>14%</td></tr></table>							2019	2022	2023	2023 PP	2024	2024 PP	Progress 8	-0.19	-0.07	-0.37	-0.93	-0.54	-0.69	Attainment 8	3.65	4.31	3.7	3.17	3.74	3.42	Basics 4+	36.8%	54.4%	44.7%	32.3%	49.2%	43.9%	Basics 5+	17.2%	38.9%	25%	20.2%	22.1	14%
		2019	2022	2023	2023 PP	2024	2024 PP																																			
Progress 8		-0.19	-0.07	-0.37	-0.93	-0.54	-0.69																																			
Attainment 8		3.65	4.31	3.7	3.17	3.74	3.42																																			
Basics 4+		36.8%	54.4%	44.7%	32.3%	49.2%	43.9%																																			
Basics 5+	17.2%	38.9%	25%	20.2%	22.1	14%																																				
	<u>Maths</u> Average grade achieved in y10 mocks was 2- prior to y11 intervention. The average grade achieved in the y11 actual GCSE’s increased by 2 grades to a 4=. <u>English language</u> Average grade achieved in the y10 mocks was 3- prior to y11 interventions. The average grade achieved in the y11 actual GCSES increased by 1 grade to a 4-.																																									
Embed regular opportunities for parent engagement events to support home learning and to build relationships with the school and parents/carers. Including parent information evenings at KS3 and KS4	3	Attendance to these events were on average 96%. The events supported the school achieving the LPPA, and were highly recognised. Learners in Y10 all received additional support in preparation for their exams through revision guides.																																								

		<table><tr><td>Below (Includes Sig)</td><td>54%</td><td>60%</td><td>46%</td><td>59%</td><td>47%</td><td>75%</td><td>28%</td><td>60%</td><td>88%</td></tr><tr><td>Significantly below (-2)</td><td>34%</td><td>41%</td><td>25%</td><td>39%</td><td>28%</td><td>63%</td><td>3%</td><td>40%</td><td>65%</td></tr></table>	Below (Includes Sig)	54%	60%	46%	59%	47%	75%	28%	60%	88%	Significantly below (-2)	34%	41%	25%	39%	28%	63%	3%	40%	65%
Below (Includes Sig)	54%	60%	46%	59%	47%	75%	28%	60%	88%													
Significantly below (-2)	34%	41%	25%	39%	28%	63%	3%	40%	65%													
Employment of Mathematics tutor (50% school led tutoring grant)	5, 6	Using the school led tutoring grand for 50% subsidiary we were able to employ a maths tutor to work specifically with learners with a large gap in attainment and that needed more intense intervention to close the gap with their peers. The majority of these learners were pupil premium with a low prior attainment and significantly lower attendance than their fellow peers in the same year group. Ms Gilmartin was employed from January 2023 and the impact on her support is detailed below for the groups she supported. 9HX – Average grade in Dec prediction of the group increased by 1 grade to actual achievement in end of year summative assessment. Dec 23 average grade 2-, to June 24 average grade achieved 3=. 11CY- Average actual grace in Dec 23 mock exams 1-, increased to actual grade achieved in GCSES 2+. 7 learners in December 23 mocks achieved a U grade, 6 learners in actual GCSES achieved grade 1-3 with some learners making 2+ grades progress in the short period of time.																				
Wider strategies (for example, related to attendance, behaviour, wellbeing)																						
Activity	Challenges address	Impact																				
Alternative provision funding £24,000	1, 4, 5, 6	2 Learners at risk of permeant exclusion successfully completed Year 11 securing GCSE grades and appropriate college destinations.																				
EWO 1 additional day per week with the support of interpreters to engage with hard-to-reach families Designated wellbeing team to promote wellbeing and protection of mental health, as well as work directly with students and families at risk.	4	1 x Agency staff employed. EWO intervention with 66 fast track families – 25% of which saw improvements in thier attendance to school. The EWO undertook 1729 home visits to comply with statutory responsibilities of safe and well checks <u>Headline Figures:</u> v 42 learners were referred to the schools counselling service. v 37 learners progressed from referral stage to access counselling sessions. v 88% of referrals had a demographic &/or educational need.																				

- v **38%** of referrals were male, **62%** of referrals were female



Headline Figures:

- v Of the **42** learners referred for counselling, **62%** disclosed historic &/or current episodes of self-harm.
- v This represented a **7%** rise on previous years (22-23: **38%**, 23-24: **55%**)
- v The YP-Core diagnostic is scored out of 40. The average score at initial assessment stage was **23**.
- v **Anxious, Domestic Issues** and **Low Mood** were the most common presenting issues that learners wanted support with.

Delivery & Impact:

Counselling sessions are 50 minutes in duration, occurring at the same time & day each week where possible. To support in measuring and monitoring the impact of counselling as an intervention, the same diagnostic tool (*YP-Core*) is used regularly throughout the delivery process. Learners are initially offered 6 counselling sessions with progress towards stated goals and satisfaction with the service reviewed at S6 to determine whether further sessions are required.

Headline Figures:

- v **380** counselling sessions were delivered in total, an increase of **+70** on the previous academic year.
- v The average number of counselling sessions accessed per learner was **9**.
- v On average, learners were seen for initial assessment within **7 days** of their referral for counselling.
- v **114** scheduled counselling sessions were missed, **73%** due to school absence, **27%** due to not attending (*DNA*).

Learner Testimonials:

Learners are invited to leave a comment about their experience of counselling at the end of the feedback form. Here is a selection of the responses received this academic year:

‘I really think these sessions have helped me.’

‘The sessions have been really helpful for me to understand myself and my emotions.’

‘This has really helped me to become a better person.’

'[Mr March] is genuinely one of the nicest people I've ever met. His work is amazing and I've never felt uncomfortable. I want to thank you for EVERYTHING.'

'It [counselling] has helped me to become more confident and less anxious around people and what they say to me.'

'I have enjoyed this chance to explore & talk about the hardships in my life. Although I was nervous when starting, I'm very happy I attended these sessions and recommend it to people as a way of coping with different problems. I feel it has helped me grow and hope it does the same for others.'

'It has helped me with my thoughts and things that I was struggling with.'

'The sessions helped refresh me if I had a bad week and feel like I've got someone to talk to and I'm not isolated.'

'Sir [Mr March] has always been here when I've needed to speak and has never judged me and has kept the sessions confidential.'

'I would recommend this to other students, this is a safe and calm environment and these sessions really help to achieve any goals you may have. Mr March is a very hardworking person and he listened to me without judgement.'

'I'm really happy with how the counselling session went and I got exactly what I wanted out of them.'

'I liked being listened to without any judgement :).'

		<i>‘The counselling has been very helpful for overcoming something that did significant damage/surprise to my way of living.’</i> <i>‘Due to the help of Mr March, I haven't self-harmed, felt nervous or felt angry recently. At the start I always felt angry and wanted to hit someone or something. Now I can say I've felt normal again and I am so thankful I have had these sessions. THANK YOU!’</i> <i>‘I liked that I felt listened to.’</i> <i>‘The counselling has improved my mental state in a safe and effective way.’</i> <i>‘It helped with some things that I was struggling with.’</i>												
Senior pastoral lead behaviour appointed to ensure rigor in set up and implementation of the adapted behaviour system.	1, 3, 4	Our new behaviour system was introduced in September 2021 - with a non teaching Senior Lead for Behaviour & Attitudes to oversee and ensure consistency of application by all staff on a daily basis. The Senior Lead for Behaviour & Attitudes works daily alongside the SENCo and Welfare Manager/DSL in order to maintain support for our most vulnerable students. The behaviour policy has been updated throughout the year in response to certain aspects in order to support the drive for high standards even further: e.g. Standards Gate was introduced in summer term to support students in arriving to school fully equipped and in perfect uniform, ready to learn. The successful and consistent implementation of the behaviour policy has seen a sustained reduction in fixed term exclusions year on year. <table><tr><td>HT1</td><td>HT2</td><td>HT3</td><td>HT4</td><td>HT5</td><td>HT6</td></tr><tr><td>42</td><td>47</td><td>19</td><td>23</td><td>34</td><td>27</td></tr></table>	HT1	HT2	HT3	HT4	HT5	HT6	42	47	19	23	34	27
HT1	HT2	HT3	HT4	HT5	HT6									
42	47	19	23	34	27									

		Data shows a reduction in suspensions year on year over the three-year trend. Suspension rates have reduced by 18% over the period and year on year. HT data across the year demonstrates strict and consistent adherence to the behaviour policy coupled with extensive and pervasive CPD to ensure suspension rates reduce whilst maintaining the highest standards of behaviour. Repeat offenders for suspensions are supported via the wave system. These learners receive targeted intervention internally from our Pastoral Intervention Manager and also externally with mentoring from Bouncing Statistics or Foundations for The Future. 2024 suspension duration has increased – this is due to a strict policy of the maximum tariff (5 days) being used for fighting and that repeat suspensions now carry a higher tariff than the previous ones. A further grant has been secured which has enabled us to provide external mentoring every day of the week for the whole academic year.																												
KS3 & KS4 behaviour leads to oversee implementation and rigor to each key stage as well as their own year group.	1, 3, 4	The implementation of Key Stage Leads has ensured that all year groups are effectively managed and monitored. The KS Leads work together to quality assure all incidents that take place and to ensure consistency of the behaviour policy. KS Leads ensure all students identified are offered support through the wave system - monitoring and evaluating the impact of the wave system support, alongside the Pastoral Intervention Manager support.																												
Impact mentoring from ‘Foundation 4 the future’ for students at risk of disengagement in school and outside negative influence	1, 4, 6	<table><tr><td></td><td colspan="6">Behaviour</td></tr><tr><td>Learner</td><td>Term 1 Pos</td><td>Term 1 Neg</td><td>Term 2 Pos</td><td>Term 2 Neg</td><td>Term 3 Pos</td><td>Term 3 Neg</td></tr><tr><td>A</td><td>13</td><td>86</td><td>5</td><td>141</td><td>7</td><td>61</td></tr><tr><td>B</td><td>0</td><td>151</td><td>1</td><td>237</td><td>2</td><td>106</td></tr></table>		Behaviour						Learner	Term 1 Pos	Term 1 Neg	Term 2 Pos	Term 2 Neg	Term 3 Pos	Term 3 Neg	A	13	86	5	141	7	61	B	0	151	1	237	2	106
	Behaviour																													
Learner	Term 1 Pos	Term 1 Neg	Term 2 Pos	Term 2 Neg	Term 3 Pos	Term 3 Neg																								
A	13	86	5	141	7	61																								
B	0	151	1	237	2	106																								

		C	5	67	4	117	5	131
		D	5	151	0	288	7	113
		E	8	64	6	171	2	84
		F	2	136	2	205	1	80
		G	7	55	3	137	0	60
		H	10	63	4	114	2	44
		I	2	157	3	286	3	162
		J	9	80	3	143	3	33
		K	5	72	3	116	4	26
		L	0	13	0	16	3	3
		M	3	79	5	51	0	77
		N	6	133	1	36	3	49
		O	3	72	2	57	4	59
		P	5	115	0	48	5	88
		Q	12	23	2	17	8	34
		R	7	45	4	51	10	48
		72% of pupils reduced incidents of negative behaviour over the duration of the academic year.						
		Bouncing statistics mentoring to support students from disadvantaged backgrounds in raising aspirations and long term goal setting	1, 4, 6		Behaviour			
Learner	Term 1 Pos			Term 1 Neg	Term 2 Pos	Term 2 Neg	Term 3 Pos	Term 3 Neg
A	13			40	5	29	10	47
B	5			15	0	8	5	7

		Data for attendees is as follows: <table><tr><td>Total</td><td>Male</td><td>Female</td><td>SEND</td><td>PP</td></tr><tr><td>202</td><td>102</td><td>100</td><td>44</td><td>138</td></tr></table>	Total	Male	Female	SEND	PP	202	102	100	44	138										
Total	Male	Female	SEND	PP																		
202	102	100	44	138																		
Subsidised cost of Ogwen cottage trip	1, 4, 6	The subsidy meant the trip was more accessible to a wider range of students and the cost of the trip was reduced by 50%. Attendance to the trip was made of the following 35 learners: <table><tr><td>YEAR</td><td>7</td><td>8</td><td>9</td></tr><tr><td>No of Learners</td><td>23</td><td>5</td><td>7</td></tr></table> <table><tr><td></td><td>SEND</td><td>Non SEND</td></tr><tr><td>No of Learners</td><td>8</td><td>27</td></tr></table> <table><tr><td></td><td>PP</td><td>Non PP</td></tr><tr><td>No of Learners</td><td>19</td><td>16</td></tr></table>	YEAR	7	8	9	No of Learners	23	5	7		SEND	Non SEND	No of Learners	8	27		PP	Non PP	No of Learners	19	16
YEAR	7	8	9																			
No of Learners	23	5	7																			
	SEND	Non SEND																				
No of Learners	8	27																				
	PP	Non PP																				
No of Learners	19	16																				
Aspirational speakers and trips	4, 5, 6	Did not pursue this																				
Providing all food technology ingredients and containers	1, 4, 6	It was identified that a number of learners were attending food technology lessons without the required ingredients meaning that they were unable to participate in the lessons. This not only impacted on the curriculum but also meant a high proportion of learners were not accessing life skills and the necessary requirements to be exposed to a broad and balanced curriculum. To combat this all learners have the ingredients provided for them when participating in food technology lessons. This allows all learners to access the curriculum and have the opportunity to develop life skills. Learners were also able to take cooked food home.																				
Student laptop provision	1, 2, 3	Over 100 laptops given to learners to ensure that they are able to access the electronic homework systems so that learning can continue outside of the classroom.																				
School nurse	1, 4	Employing the services of a school nurse for half a day a week has enabled:																				

		Swift referrals for ADHD without compromising the time of the inclusion team. Care plans for Asthma and other medical plans have been completed quickly in order to support learners with medical needs. Parent and Carer concerns around weight management, anxiety, and vaping to be triaged and support signposted On average, the nurse is able to see 3 learners per visit, including a report for each learner.												
Unifrog	5, 6	All students had the opportunity to explore UniFrog and have further opportunity to develop their career aspirations. Students that have logged in: <table><tr><th>Year</th><th>Number</th></tr><tr><td>7</td><td>3</td></tr><tr><td>8</td><td>15</td></tr><tr><td>9</td><td>120</td></tr><tr><td>10</td><td>23</td></tr><tr><td>11</td><td>42</td></tr></table>	Year	Number	7	3	8	15	9	120	10	23	11	42
Year	Number													
7	3													
8	15													
9	120													
10	23													
11	42													
Speech Link	2	In conjunction with the Speech and Language therapist, Speech link supports follow up sessions with a HLTA in order to maximise the SaLT offer for learners needing this. Speech link supports with planning tailored interventions for learners in conjunction with human input.												