



Tasks and input	Impact	Review
<p>1. English – Purchasing materials and training staff so that we can implement Read Write Inc and Thrive and read. Purchase and introduce Accelerated reading scheme across KS3 providing each pupil with a log in. Populate the Library.</p>	<ul style="list-style-type: none"> <li>• Improved learning outcomes for all pupils in reading and writing .</li> <li>• New library to allow easy selection of appropriately challenging books.</li> <li>• Increased reading figures for all pupils through accelerated reading.</li> </ul>	<p>83% of pupils achieved expected targets in English across the school. 4 pupils achieved English SAT's. Accelerated reading program generated 100% increase in pupils reading scores over since its introduction in September 2016</p>
<p>2. Maths (targeted Interventions)</p>	<ul style="list-style-type: none"> <li>• Majority of pupils to achieve expected progress against maths targets.</li> <li>• Selected pupils to complete maths SAT's exams.</li> </ul>	<p>88% of pupils achieved expected maths Target. 4 pupils achieved maths SAT's.</p>
<p>3. External Interventions (EP, SALT)</p>	<ul style="list-style-type: none"> <li>• Pupils engagement levels to increase and behaviour incidents to reduce.</li> </ul>	<p>All 10 targeted pupils have had reduced negative behaviour numbers and</p>

	<ul style="list-style-type: none"> <li>• Targeted interventions which develop resilience and social emotional needs.</li> <li>• Achievement of termly IEP targets.</li> </ul>	<p>Physical Interventions since interventions have started in January 2017.</p> <p>Pupils with S&amp;L needs have equipment and resources to support their access to learning and engagement which means they are able to communicate more effectively and reduce negative incidents in the classroom and around school.</p>
4. Rewards System	<ul style="list-style-type: none"> <li>• Weekly rewards system which monitors and rewards good behaviour and allows weekly celebration assemblies to showcase good behaviour and develop the school ethos.</li> </ul>	<p>80% of pupils have received a reward to recognise achievement over a prolonged period. 90% of KS3 pupils generated Enough reward points to access the end of year trip.</p>
5. Breakfast club	<p>Some students start their school day for various reasons on an empty stomach which we know is not a good basic building block for learning. Breakfast club has run now for four years and continues to be popular with a good number of students; it has attracted some regulars from all year groups. The club has offered a relaxing and welcoming environment to start the school day for students. The club continues to help to remove social communication barriers with some students; as it builds on student/ staff rapport</p>	<p>All pupils have access to Breakfast club which results in fewer negative incidents in the morning which highlight pupils are settled and ready to work.</p>
6. 1:1 support for SEMH pupils who are not able to access curriculum.	<ul style="list-style-type: none"> <li>• Reduction in PI of pupils, increased time in lessons.</li> <li>• Meeting IEP targets and achievement of maths and English targets.</li> </ul>	<p>Pupils receive 1-1 support to allow them to access the curriculum, both pupils currently on 1-1 have seen a dramatic reduction in Physical interventions and Negative incidents this increases learning time and the development of</p>

		key Social and Emotional skills needed for integration into whole school.
7. Residential Trips	<ul style="list-style-type: none"> <li>All pupils will experience a 1 or 2 night residential trip that will allow them to develop a variety of social skills. The residential will also look at building positive relationships with staff and other pupils across the school. (Case Studies) to reduce negative incidents in school.</li> </ul>	All pupils who attended the residential trips gave excellent feedback and as well as learning new skills they commented on building positive relationships with staff members and several pupils showed huge improvements in behaviour and attitude to learning on their return to school.
8. After School Clubs	<ul style="list-style-type: none"> <li>Increased participation levels of PP pupils in after school clubs</li> </ul>	This has been restricted due to transport issues after school. It was felt that next year PP funding could be used in other ways to provide more support for PP pupils.
9. OT and sensory processing development.	<ul style="list-style-type: none"> <li>Increased participation in lessons and reduced Negative incidents.</li> </ul>	Pupils have individualised programs that they access daily through sensory circuits which allows pupils to self regulate and reduce negative behaviours in the classroom.
10. I pads - laptops	<ul style="list-style-type: none"> <li>All pupils able to access and develop computing skills and use ICT to support English and maths skills.</li> </ul>	PP Pupils have access to a Laptop or I pad in all lessons to support their learning styles and communication needs.
11. Play Therapy	<ul style="list-style-type: none"> <li>Pupils who struggle to play with other pupils will develop key skills which will allow interaction with peers.</li> </ul>	Play therapy and Lego Therapy have been used to support pupils with ASC and social/communication needs and this resulted in less negative incidents due to increased co operation and negotiation skills.

12. SAT's Support	<ul style="list-style-type: none"><li>• Small group sessions to target SAT's preparation and focus on SPG and numeracy to enhance achievement within SAT's exams.</li></ul>	6 pupils were entered for English and Maths SAT's this year, 4 pupils achieved expected targets and 2 exceeded Targets.
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