

<p>Key Priority: Development of our inclusive education and provision programmes in order to support and narrow the disadvantage gap of students in low-income families, whilst supporting and raising attainment.</p> <p>Leader: Various</p> <p>Report to Governing Body/IEB: B. Coley / G. Wilkinson</p>	<p>What do we expect to see: Targeted additional support strategies resulting in every student, however financially disadvantaged, being able to:</p> <ul style="list-style-type: none"> • Improve their levels of attainment and progress • Close attainment gaps relative to school averages • Have full access to our curriculum, with support as and when required • Access our extra-curricular provision to support participation, attainment and achievement • Access our targeted 1-2-1/group provision
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Intervention:	Evidence:	Impact:
<p>Flexible Learning Centre</p>	<ul style="list-style-type: none"> • Staffing: Student Support Team in place • FLC facility (allows staff to work in close proximity to SEN department and Zone 7/8 classroom) 	<ul style="list-style-type: none"> • Specific roles of responsibility in order to maximise support and progress of all students but with an emphasis on FSM/PP • Greater interaction with SEND faculty, testing and identification of student needs • Specific student numbers are recorded in the Allocation Report 2013-2014 • Timetabled support for key identified students to support progress in subjects and progress towards key benchmarks, e.g. 5A*-C, etc. • PSA support with families to support attendance of students (inc. FSM/PP) as well as parenting support to allow parents to better support their child through education • Maths Revision Drop-In Clinic's held in FLC and supported by Maths HoF, Maths and FLC staff during lunch times to support Yr11 students (FSM/PP accessed this support) throughout the academic year
	<ul style="list-style-type: none"> • Resources: Equipment, furniture and resources have been purchased • Key Focuses include; ICT, targeted groups, Post 16 IAG, Behaviour Management, Triple P groups in support of children (both 1 to 1 and group support); RELATE in school, Supporting Families scheme. 	<ul style="list-style-type: none"> • A professional environment for students and staff to support needs; for students to meet peers and discuss safety concerns and worries they may have • All Year 11 students (inc. FSM6/PP) accessed the FLC, on rotation during lunchtime tutor, in order to receive IAG with their College application forms; all FSM students received a 121 Careers Interview in further support of appropriate choices • RELATE Intervention and Counselling in school, working with 8 students and their families – 1 of which are FSM/PP • In-house college counsellor who works 1 to 1 with students who are emotionally vulnerable and support their emotional wellbeing to ensure that they can still access lessons and the curriculum

<p>Zone 7/8 Teaching Base and Resources</p>	<ul style="list-style-type: none"> Resources have been purchased to support curriculum delivery, and the feeling of the teaching base (new chairs) All students (14), including 1 CiC and 5 FSM/PP, have made progress towards their end of year targets 	<ul style="list-style-type: none"> Supported more interactive teaching; Students responses to Zone 7 are positive, parents afternoons are attended to 'show & share' progress with home. 'Learn with your Child' afternoons, have been well attended and parental feedback has been good (10 out of 14 parents, February 2012; 12 out of 14, July 2013) Significant progress has been seen with these students, particularly English & Maths: English 14/15 have met or exceeded their end of year target, of which all 5 FSM/CiC have achieved their end of year target (the remaining 1 due to attendance); Maths 13/15 have met or exceeded their end of year target, of which 2 FSM have exceeded and 2 have met
<p>Year 7 Summer School, July 2013</p>	<ul style="list-style-type: none"> 50 students attended the Summer School, 8 of them receive FSM/PP 	<ul style="list-style-type: none"> All students have reported that they have settled into BHCS, and are enjoying school; this is reported through student comments. Progress data also generally supports this for the 8 FSM6/PP students
<p>Social Deprivation Fund</p>	<ul style="list-style-type: none"> Students supported by financial support and provision of essential resources for students. The following items have been purchased through PP funding and used for FSM/PP students School uniform PE kit Food ingredients for Food Technology. Maths revision guides. Financial assistance with trips and extra-curricular activities such as DofE, Thorpe Park (Rewards Trip) Music Lessons 	<ul style="list-style-type: none"> All students have been able to receive support with the requirement to comply with school uniform policy; this includes all students who join mid-year, and on an initial Managed Move basis, uniform is available to them. Items have included a school bag, and 4 sets of PE kit for FSM students Nearly £2500 was given to uniform, in order to hold in stock, items for students who needed it; 154 school ties were issued 3 PP students have had support with the purchasing of school uniform this year Both CiC, in Year 11, received support in accessing visits to Winchester University. In addition, 1 Yr8 PP student and 1 YC also received access to the Winchester University (raising aspirations) visit Both DoE students who received financial support completed and passed the course Music lessons (Drums and Piano) paid for 2 Yr9 FSM/PP students to allow them to continue to make progress towards target grades in GCSE Music Food ingredients paid for 29 Yr7 and 8 FSM6/PP students to allow them to access the Food Technology curriculum and make progress at KS3. A number of these students have continued to make progress throughout the year due to their inclusion into practical lessons through provision of practical resources, i.e. ingredients 2 Maths revision guides held in the tutor base of targeted Year 11 students. 10 Maths revision guides (mixture of higher and foundation levels) held in FLC for support of students during timetabled support and revision sessions. 8 revision guides were loaned to FSM/PP students who did not have a Maths revision guide to support them during revision periods and in AMP sessions as part of the CUSP programme. Individual students all reported that they used these guides, found them useful and would not have had access to these guides without this provision. All students who borrowed Maths revision guides made progress during the time and we hope to see excellent progress demonstrated by their summer GCSE examination results

<p>Alternative Educational Provision / Work Placements</p>	<ul style="list-style-type: none"> Year 11 – 9 students access alternative provision, 5 receive FSM/PP 39 Year 11 students will undertake voluntary Work Experience placements during the Summer Term, 3 of whom are FSM/PP students (8%) 	<ul style="list-style-type: none"> Attendance at these provisions have been excellent, all students reported to be doing very well, working towards achieving their predictions 100% of Year 11 students applied for Post 16 places including Apprenticeships
<p>Homework Club</p>	<ul style="list-style-type: none"> Homework club is available every day, from 3-4.30pm. A large number of students use this facility on a regular basis, including a number of FSM6/PP students 	<ul style="list-style-type: none"> There have been no behaviour issues during these sessions, all students engage and work with the support of the Homework Supervisor; fresh fruit is supplied. The position of Homework Club, within the Flexible Learning Centre, has increased the regularity of attendance as well as offering parents and relatives an easier point of pick-up for some vulnerable students
<p>Peer Mentoring / Academic Mentoring Programme (AMP)</p>	<ul style="list-style-type: none"> 19, Year 11 FSM/PP students were on the CUSP/AMP; there are 4, Year 10 FSM/PP students on the programme Peer mentoring programme - Ex (last year's Year 11 students) high achieving students in English and Maths (GCSE grades of A or A*) invited back into school to mentor FSM6 Yr11 students that are underachieving in English and/or Maths on a 1 to 1 basis. This scheme is dependent on availability of those former students. £500 has been allocated to offer small incentives to any students coming in to help our current students In addition, some of the same ex-students attended the Yr11 revision day (held on a Saturday) to support students in developing revision techniques 	<ul style="list-style-type: none"> Some progress shown by a number of Yr11 FSM/PP students through the CUSP/AMP programme. We have already been able to secure the curriculum time, in Year 11 (for current Year 10s), to provide targeted English and Maths Intervention through the CUSP/AMP programme 8 ex year 11 students came in to mentor a number of current Yr11 students. 10 of which were FSM/PP students. Although ex-students found it difficult to keep commitments due to their own college and work commitments, the sessions they did attend were well received by current year 11 students. Current Year 11 students continued attendance at 4pm to receive this peer support. Summative data was good and students voiced opinions which clearly showed appreciation of the support and reported that they found this a useful tool, although would like to see more consistency in the attendance of ex-students who they had worked with Students all reported the development of good revision habits and techniques through support and advice from ex-students attending the Yr11 revision morning 3 FSM/PP students showed an improvement in grades when completing their mock exam despite good summative feedback from all students involved

<p>Yr11 Tutor Group</p>	<ul style="list-style-type: none"> Targeted underachieving students invited to attend a specific Year 11 tutor group were focus and emphasis was placed on academic progress and support with coursework and revision 	<ul style="list-style-type: none"> A number of FSM/PP students were involved in this process. Students reported an appreciation for additional time and support given to them to help support with their academic progress
<p>Rewards System</p>	<ul style="list-style-type: none"> Money spent on various rewards systems (Thorpe Park, Recognition/Rewards badges, HoH rewards, HT breaks, FSM/PP individual performance rewards) for all students to increase recognition, participation and achievement of all students including all FSM/PP students 	<ul style="list-style-type: none"> Thorpe Park trip in place and advertised to all students from start of the year to promote improved behaviour, attendance, participation, progress and commitment to extra-curricular activities. Student voice/evaluation to be completed when trip has taken place on 21/07/14 Rewards badge proposal in place for September 2014 to allow students to be recognised by house but rewarded based on House Cup points that can be awarded for performance described above Greater emphasis across all faculties to support positivity, progress and involvement through nomination of faculty star students on a half termly basis HoH assemblies and tutor sharing of House Cup standings/results to ensure consistency is evident and students are recognised and praised for achievement of House Cup points Heads of House Rewards to promote participation as above for students within each house – again rewards providing incentives to all students including FSM/PP students HT breaks – students nominated on a fortnightly basis to attend a break time celebration to be spent with the Headteacher to recognise their contribution to the school. Drinks and cakes are provided to students invited to these break time sessions. Students are nominated by both HoH and HoF’s on a rota basis Rewards cards for FSM/PP underachievers in Maths used. 4 students achieved rewards (i.e. I-tunes vouchers, Festival Place vouchers and Steam Cloud vouchers) for showing improved commitment and effort in Maths lessons and attendance at Zone 11 sessions. All 4 students showed positive progress on the fine grade system over the duration of the Maths rewards cards
<p>Easter Revision</p>	<ul style="list-style-type: none"> Number of attendees – 184 students, 	<ul style="list-style-type: none"> Student feedback on the value of the sessions has been positive, on occasions more than had signed

<p>School/Revision Activities</p>	<p>all FSM/PP students attended sessions over the 2 weeks during the Easter Revision programme</p> <ul style="list-style-type: none"> • Targeted students to attend subject specific sessions, letters written; including Zone 11 • Zone 11 sessions available throughout the year from all subjects. • ‘Yellow Box’ sessions to provide final teacher led/supported revision session before each exam • Zone 10 now available following Year 11 leaving date 	<p>up attending sessions. Staff also commented on the positive nature of the students and sessions, engaged and hard working</p> <ul style="list-style-type: none"> • Number of merit stamps received as a result of Zone 11 and Easter Revision; students were able to claim additional stamps towards their Leavers Ball (20 per half session), almost 180 students are due to attend the Leavers Ball • Students have spoken very highly of additional support and many have shown excellent progress as a result of this additional support. Students have arrived at school early and stayed well beyond the end of the school day to access support throughout the year but particularly in the lead up to the exam period. This has been evident for large numbers of Year 11 students including many FSM/PP students. Students have also been rewarded by this commitment with House Cup points and additional merit stamps allowing them to earn the right to attend the end of year Leavers Ball • Year 10 students have been attending RAP sessions led by the HoY10 and are now accessing Zone 10 timetabled sessions that have replaced Zone 11 following the Year 11 leavers day
<p>Summer School, July 2014</p>	<ul style="list-style-type: none"> • Information evening for parents to be held on Thursday 17th July for all parents involved • 7 day Summer School with a Literacy, Numeracy and Science emphasis and team skill development through physical activity, taught each day through project work. Summer School provision is very much achievement focused including celebrations shared with parents and other family members 	<ul style="list-style-type: none"> • Students settled in Year 7 more quickly and began making accelerated progress from September 2013 following the Summer School of July 2013. Students requiring provision were identified early and a personalised approach was put in place for them by the HoY7/8. Additionally, students understood context, expectations, etc. of the school and anxiety/uncertainty on the part of the students was reduced. Some students were also identified through this process (and prior transition work) for Zone 7 provision and support • Further progress data to be collected following the completion of the Summer School 2014, but similar findings are expected
<p>CPD – Staff Training</p>	<ul style="list-style-type: none"> • INSET training on PP/FSM has taken place for all staff in both September and March to give greater awareness of these students amongst all teaching and support staff • Staff training took place with a specific focus on ‘Effective Feedback’. Research has shown that effective feedback, when done correctly and consistently can have the biggest 	<ul style="list-style-type: none"> • Teacher Files, for every teacher, are in place supporting the identification of all students not just those vulnerable groups. This has increased awareness amongst staff of who FSM/PP students are and what other needs students have, i.e. SEN, G&T. This has provided more ‘buy in’ from staff with regard to the importance of ‘Closing the Gap’ • Improved quality of feedback evident though faculty triangulation, SLT learning walks and observations and marked improvements in the quality of marking and feedback from some faculty areas was noted by external visitors to the school • All students, including FSM/PP, have a greater understanding of what is required from them in order to make sustained and accelerated progress • Increased frequency and recording of academic mentoring sessions from tutors with relevant targets

	<p>impact on a student’s progress. Internal training (by AIM and AHT with responsibility for CPD) took place to ensure that the feedback is effective and of a high quality</p> <ul style="list-style-type: none"> • INSET training on ‘Academic Mentoring’ took place in September 2013 to improve the quality of mentoring and target setting through the pastoral system/tutor programme 	<p>being set by tutors for students with the aim of improving progress and attainment in specific subjects</p>
Core Subject Student Mentoring	<ul style="list-style-type: none"> • Year 9 FSM/PP core underachievers (underachieving in Maths and/or English) were part of a 1 to 1 support programme where they met a G&T high achieving Year 11 student once a week to work on Maths and/or English 	<ul style="list-style-type: none"> • Progress was evidenced through TA data. Improved progress in both English and Maths (more significantly in Maths) from identified students in year 9. This is evidenced through teacher assessments and data entry to the progress trackers • Verbal feedback from Yr9 students was positive on the whole and they appreciated support from peers. Further links to the relevant SOW’s are needed to give sessions more relevance and this will be developed over the next year. Maths sessions were more successful and better received as support was easier to offer in these areas
Triangulation	<ul style="list-style-type: none"> • Did not happen 	<ul style="list-style-type: none"> • In-faculty triangulation took place by HoF’s and METAL procedures meant AIM triangulation not required; FSM/PP triangulation focus built into FRAP’s for the next academic year
FSM6 Student Voice	<ul style="list-style-type: none"> • 8 FSM6 students identified in each year group from Year 7-10 to took part in student voice. The students voice will focus on the teaching they receive, lessons that they attend, extra-curricular and enrichment activities available and additional support that they would find useful. Information was shared with SLT and disseminated to relevant HoF’s to ensure FSM/PP students are catered for effectively by teaching staff 	<ul style="list-style-type: none"> • Students reported that higher levels of activity in lessons made learning more interactive and increased engagement. Maths and English were often reported as subjects were further ‘active learning’ opportunities would be appreciated • AIM shared with AHT responsible for line management of English and Maths department to disseminate information • Further CPD may be used in the upcoming year to increase ‘active learning’ opportunities within lessons and SOW’s