

**PUPIL PREMIUM REVIEW – NATIONAL COLLEGE FOR TEACHING AND LEADERSHIP**

<b><u>PUPIL PREMIUM REVIEWER DETAILS</u></b>	
<b>PPR</b>	PHILLIP KRUSE
<b><u>SCHOOL</u></b>	JOHN FERNELEY COLLEGE
<b><u>CONTACT DETAILS OF SCHOOL</u></b>	01664565901
<b><u>NAMES OF STAFF TO BE INVOLVED</u></b>	PHILLIP KRUSE SLT – JOHN FERNELEY COLLEGE ATTENDANCE TEAM DATA MANAGER

<b><u>SCHOOL TO BE REVIEWED DETAILS</u></b>	
<b><u>SCHOOL</u></b>	JOHN FERNELEY COLLEGE
<b><u>HEAD TEACHER</u></b>	CHRIS STANSFIELD
<b><u>PHASE</u></b>	SECONDARY
<b><u>CHAIR</u></b>	DAVID HEALEY
<b><u>SCHOOL CONTACT DETAILS</u></b>	01664565901 SCALFORD ROAD MELTON MOWBRAY LE131LH
<b><u>REASON FOR REVIEW</u></b>	AUDIT OF CURRENT POSITION AND ACTION REQUIRED
<b><u>WEBSITE</u></b>	WWW.JOHNFERNELEY.ORG

<b><u>CHARGES FOR REVIEW</u></b>	
AGREED FEE FOR VISIT INCLUDING INITIAL DISCUSSIONS	FREE

<b>SCHOOL PROFILE DETAILS</b>	
<b>HEAD OF SCHOOL</b>	<b>LARA HALL</b>
<b>PPR</b>	<b>PHILLIP KRUSE</b>
<b>DATE</b>	<b>21-5-18</b>
<b>TOTAL NUMBER OF STUDENTS</b>	<b>1122</b>
<b>% ELIGIBLE FOR PP</b>	<b>229</b>
<b>AMOUNT PER PUPIL</b>	<b>£929</b>
<b>TOTAL BUDGET</b>	<b>£212900</b>

<b>EVIDENCE AND SOURCES USED IN THE PLANNING</b>	<b>Y/N</b>	<b>COMMENT IF NEEDED</b>
<b>WEBSITE</b>	<b>Y</b>	<b>PP POLICY ON WEBSITE / SPEND AND IMPACT AND REVIEWS ON WEBSITE</b>
<b>PP STATEMENT</b>	<b>Y</b>	<b>WILL NEED REVIEW AT END OF 2016-17 ACADEMIC YEAR AND NEW S+I STATEMENT FOR 2017-18</b>
<b>PP POLICY</b>	<b>Y</b>	<b>SEEN AND ON WEBSITE</b>
<b>RAISE ONLINE</b>	<b>Y</b>	<b>HIGHLIGHTS GAPS IN ATTENDANCE, BEHAVIOUR AND PROGRESS ( KEY SUBJECTS )</b>
<b>INTERNAL TRACKING DATA</b>	<b>Y</b>	<b>IN COLLEGE TRACKING SYSTEM</b>
<b>OFSTED REPORT</b>	<b>Y</b>	<b>MARCH 2015</b>
<b>DEVELOPMENT PLAN</b>	<b>Y</b>	<b>WRITTEN BY MEMBERS OF SLT ALONG WITH COLLEGE DEVELOPMENT PLAN AND SEF</b>
<b>DISCUSSION WITH STAFF</b>	<b>Y</b>	<b>OVER COURSE OF VISIT</b>
<b>OTHER</b>	<b>Y</b>	<b>PRP – INDIVIDUAL (Targets set to aid disadvantaged students progress)</b>

<b>EVIDENCE OF SCHOOL PERFORMANCE</b>	
<b>KEY STATEMENT BY OFSTED</b>	<b>KS3 MATHS PROGRESS NOT AS GOOD AS ENGLISH COLLEGE DOES MAKE GOOD USE OF PP SPEND DISADVANTAGED STUDENTS MAKE LESS PROGRESS FROM STARTING POINTS COMPARED TO NPP PEERS</b>
<b>SCHOOLS PUPIL PREMIUM STATEMENT</b>	<b>ON WEBSITE AND SHOWN IN SPEND AND IMPACT AND REVIEW CLEARLY SHOWING THE STRATEGIES THAT WILL BE EMPLOYED TO NARROW GAPS IN ATTAINMENT AND PROGRESS FOR DISADVANTAGED STUDENTS COMPARED TO NPP PEERS</b>

<b>SCHOOLS EXISTING AREAS OF FOCUS AND STRATEGIES</b>	<b>SEE SPEND AND IMPACT STRATEGY ON WEBSITE (ATTACHED)</b>
<b>DOES SCHOOL USE PREVIOUS DATA TO INFORM STRATEGY?</b>	<b>COLLEGE ACUTELY AWARE OF ISSUES IN MATHS AND HISTORY AS GSCE RESULTS SHOW CLEAR GAPS IN PROGRESS BETWEEN DISADVANTAGED STUDENTS AND NPP PEERS ATTENDANCE FOR DISADVANTAGED (PA ESPECIALLY) IS A CLEAR ISSUE AS FALLS INTO THE BOTTOM 10% NATIONALLY PARENTAL ENGAGEMENT IS AN ONGOING CONCERN AS ATTENDANCE TO COLLEGE EVENTS FOR DISADVANTAGED PARENTS IS LOWER THAN NPP FAMILIES</b>
<b>DOES SCHOOL USE NATIONAL RESEARCH TO INFORM STRATEGY?</b>	<b>EEF – COLLEGE USING METACOGNITION AND SOCIAL/EMOTIONAL SESSIONS TO PROMOTE LEARNING WITHIN THE COHORT CPPR AND MARKING STRATEGIES ADOPTED BY STAFF AND WHOLE COLLEGE STRATEGIES FOR EFFECTIVE MARKING ADOPTED ATTENDANCE TEAM FOCUSING ON DISADVANTAGED STUDENTS AND ENGAGEMENT WITH VULNERABLE FAMILIES</b>

<b>DISCUSSION, EVIDENCE, STRENGTHS AND WEAKNESSES</b>			
<b>SOURCES AND EVIDENCE</b>	<b>QUESTIONS</b>	<b>STRENGTHS</b>	<b>AREAS TO DEVELOP</b>
<b>PUPIL CHARACTERISTICS -</b>  INTERVIEW WITH PP CO-ORDINATOR AND DATA MANAGER	WHAT ARE THE NUMBERS OF PP STUDENTS WITHIN THE COHORT?  WHAT IS THE 2-3 YEAR PATTERN IN ELIGIBILITY FOR PP?  HOW WELL DOES THE SCHOOL KNOW THE PATTERNS?	229 = 20% OF WHOLE COHORT  KNOWLEDGE OF PREVIOUS YEARS WITHIN SPEND AND IMPACT STATEMENTS  NOT CERTAIN OF FUTURE PATTERNS DUE TO FLUIDITY OF DATA AND PRIMARY COHORTS THAT JOIN	N/A
<b>ACHIEVEMENTS –</b>  INTERVIEW WITH PP CO-ORDINATOR AND DATA MANAGER DATA INTERNAL TRACKING LESSON OBS BOOK SCRUTINY	DOES THE SCHOOL USE EEF TOOLKIT TO INFORM DECISION MAKING?	COLLEGE USING METACOGNITION AND SOCIAL/EMOTIONAL SESSIONS TO PROMOTE LEARNING WITHIN THE COHORT CPPR AND MARKING STRATEGIES ADOPTED BY STAFF AND WHOLE COLLEGE STRATEGIES FOR EFFECTIVE MARKING ADOPTED ATTENDANCE TEAM FOCUSING ON DISADVANTAGED STUDENTS AND ENGAGEMENT WITH VULNERABLE FAMILIES EMPLOYMENT OF X3 ATTENDANCE MENTORS	TO TRACK IMPACT OF METACOGNITION SESSION AND HOW THIS IMPACT PROGRESS OVER TIME  ENSURE MARKING IS DONE FOR IMPACT – IE) DOES IT INFORM STUDENTS OF WAYS TO IMPROVE AND FOCUS ON PROGRESS  CONTINUED DEVELOPING OF RELATIONSHIPS WITH STUDENTS AND FAMILIES AND STRATEGIES TO GET PP STUDENT INTO COLLEGE EVERY DAY

	<p><b>DO EVIDENCE BASED SYSTEMS FOR EVALUATION EXIST?</b></p> <p><b>WHAT IS THE PROGRESS OF DISADVANTAGED STUDENTS COMPARED TO NPP?</b></p> <p><b>IS THE GAP CLOSING?</b></p> <p><b>WHAT DOES CURRENT DATA TELL US?</b></p>	<p><b>SEE INTERNAL TRACKING DATA DEVELOPMENT PLAN SEF</b></p> <p><b>RAISE ONLINE INFORMS STRATEGY ASP TRAINING TO INFORM ACTION NOVEMBER 2017</b></p> <p><b>SCRUTINY OF ATTENDANCE DATA P8 CARDS TO INFORM DISCUSSION WITH STUDENTS AND FAMILIES REFER TO SPEND AND IMPACT STATEMENT ON WEBSITE</b></p> <p><b>0.01 FOR DISADVANTAGED PREDICTED 0.16 FOR ALL STUDENTS PREDICTED</b></p> <p><b>YES ON DATA FROM 2016-7 RESULTS OVERALL 0.01 DISADVANTAGED -0.3</b></p> <p><b>NEW SPECIFICATION SO DIFFICULT TO TELL BUT FOCUS ON OUTSTANDING TEACHING AND DELIVERY OF NEW GCSE'S – HOD/HOY MEETINGS ADDRESSING THIS</b></p>	<p><b>CREATION OF FOCUS GROUPS THAT CAN BE TRACKED TO ENSURE PROGRESS AND STRATEGIES MAXIMISE EXPERIENCE IN COLLEGE</b></p> <p><b>IE) WALK TALK SORT ENSURE ALL PP STUDENTS MET AND P8 PREDICTIONS UNDERSTOOD AND ACTION NEEDED TO MEET TARGETS</b></p> <p><b>CONTINUE TO TRACK PREDICTION FOR ACCURACY AND USE COLLABORATION EVENINGS TO CONFIRM ACCURACY</b></p> <p><b>NEED TO NARROW GAPS IN MATHS AND HISTORY ESPECIALLY WITH THE ONSET OF NEW GCSE's</b></p> <p><b>MONITOR TEACHING AND ASSESSMENT THROUGH LEARNING WALKS AND DISCUSSION WITH STAFF AND STUDENTS</b></p>
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<p><b>LEADERSHIP AND MANAGEMENT</b></p> <p>HEAD OF SCHOOL          CHAIR (IF POSSIBLE)          PP CO-ORDINATOR          DOCUMENTATION          SEF          DEVELOPMENT PLANS          OFSTED REPORT</p>	<p>DOES THE SCHOOL PRIORITISE PP STUDENTS IN ALL DECISION MAKING?</p> <p>DOES DEVELOPMENT PLAN SHOW CLEAR REFERENCE TO PP STUDENTS AND STRATEGIES TO AID PROGRESS?          DOES SEF CLEARLY REFERENCE PP STUDENTS AND STRATEGIES TO AID PROGRESS?</p> <p>HOW AMBITIOUS ARE TARGETS?</p> <p>DOES BUDGET SHOW CLEAR SPEND ON NOT ONLY ACADEMIC PROGRESS BUT ALSO THE SOCIAL AND EMOTIONAL WELFARE OF STUDENTS?</p> <p>DOES THE SCHOOL EFFECTIVELY EVALUATE STRATEGIES AND 'DROP' INEFFECTIVE IDEAS?</p>	<p>SEE COLLEGE TRACKER FOR STRATEGIES THAT PRIORITISE PP STUDENTS</p> <p>SEE DEVELOPMENT PLAN DOCUMENT</p> <p>SEE SEF DOCUMENT</p> <p>FFT5 - ASPIRATIONAL TARGETS</p> <p>SEE TRACKER DOCUMENT</p> <p>COLLEGE HAS WORKED ON ENDING STRATEGIES WITH LITTLE IMPACT SUCH AS MATHS GURU'S AND REGULAR AFTER COLLEGE INTERVENTION SESSIONS AND FOCUSED ON PERFORMANCE IN LESSONS THAT NEGATE AFTER COLLEGE SESSIONS FOCUS HAS MOVED TOWARDS ENSURING PP STUDENTS ATTEND REGULARLY AND HAVE MENTORS TO COMBAT OUTSIDE OF COLLEGE BARRIERS TO LEARNING</p>	<p>CO-ORDINATOR TO ASSESS VALUE OF EACH STRAND OF TRACKER FOR COST EFFECTIVENESS AND IMPACT – DROP HISTORICAL STRATEGIES IF NO IMPACT</p> <p>REGULARLY UPDATE DEVELOPMENT PLAN / SEF TO MEET DEVELOPING ISSUES AND TRENDS          UPDATE REGULARLY TO ADDRESS ISSUES WITHIN PP COHORT</p> <p>N/A</p> <p>ENSURE THAT MORE PP STUDENTS ENGAGE IN EXTRA CURRICULAR ACTIVITIES SUCH AS WALESBY AND STAFF GIVE MORE STUDENTS OPPORTUNITY TO BENEFIT FROM STANDS OF TRACKER AVAILABLE</p> <p>COLLEGE TO WORK WITH LOCAL COMMUNITY AND COUNCIL TO DEVELOP A RANGE OF STRATEGIES AND SUPPORT FOR VULNERABLE FAMILIES AND TRACK EFFECTIVE SUPPORT AND THOSE THAT ARE NOT HELPING ENHANCE THE LIVES OF THE DISADVANTAGED          (SEE MBC AND PEOPLES BOARD MINUTES)</p>
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<p><b>TEACHING, LEARNING AND ASSESSMENT</b></p> <p>LESSON OBS / PRP LEARNING WALKS PUPIL VOICE DATA</p>	<p><b>HOW 'GOOD' IS PLANNING AND TARGETTED INTERVENTION FOR PP STUDENTS?</b></p>   <p><b>HOW EFFECTIVELY ARE TEACHING ASSISTANTS USED?</b></p>   <p><b>DOES THE COLLEGE USE TRAINING FOR PLANNING OUTSTANDING LESSONS?</b></p>   <p><b>WOULD THE COLLEGE SAY PP STUDENT SEE THE VERY BEST TEACHERS POSSIBLE?</b></p>	<p><b>THERE ARE REGUALR LEARNING WALKS TO ASCERTAIN QUALITY OF TEACHING AND STRATEGIES FOR DELIVERING OUTSTANDING LESSONS</b></p> <p><b>STUDNETS UNDERACHIEVING WILL STAY FOR AFTER COLLEGE SESSIONS AND NLT EMPLOYED TO ENSURE STUDENTS COMPLETE WORK</b></p>   <p><b>ACTIVELY SUPPORTING AFTER COLLEGE SESSIONS PUPIL PASSPORTS LITERACY AND NUMERACY SUPPORT</b></p>   <p><b>PROGRAMME OF CPD (ATTACHED)</b></p>   <p><b>COLLEGE STRIVES FOR OUTSTANDING TEACHERS AND REGULARLY REVIEWS QUALITY THROUGH LEARNING WALKS, STUDENT VOICE, PRP AND RESULTS ANALYSIS</b></p> <p><b>CHANGES TO TIMETABLE HAVE TAKEN PLACE AND TEACHERS MOVED TO CREATE BETTER LEARNING ENVIROMENTS</b></p>	<p><b>LEARNING WALKS NEED TO FOCUS ON KEY UNDER-PERFORMERS AND FOCUS ON STRATEGIES THAT WILL RAISE PERFORMANCE – IMPACT OF DISCUSSIONS AFTER LEARNING WALKS MUST BE MONITORED MORE CLOSELY (WALK TALK SORT )</b></p> <p><b>PP CO-ORDINATOR NEEDS TO EVALUATE WHETHER AFTER COLLEGE SESSION SRAISE PERFORMANCE WITHIN THIS GROUP</b></p> <p><b>OPORTUNITY TO TEACH PP STUDENTS IN SMALLER GROUPS (SEN STUDENTS) TO FOCUS LEARNING AND AID PROGRESS</b></p>   <p><b>PP CO-ORDINATOR NEED TO ACERTAIN IMPACT OF CPD. DOES PERFORMANCE AFTER SESSIONS SHOW UPTURN AND DO SESSIONS ACTUALLY TARGET PP STUDENTS AND THEIR NEEDS?</b></p>   <p><b>TO REVIEW INTERNAL TRACKING TO SHOW IF CHANGES ACTUALLY MAKE A DIFFERENCE TO PERFORMANCE COLLEGE TO WORK ON A 'WHOLEP THROUGH' APPROACH SO TEACHERS ARE ACCOUNTABLE FO RGROUPS FROM 7-11 AND HAVE YEARLY PRP BASED ON EACH YEAR NOT TOWARDS YEAR 11 OUTCOMES</b></p>
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	<p>HOW DOES THE COLLEGE EVALUATE INTERVENTION SESSIONS – ARE THEY EFFECTIVE?</p>	<p>UNDERACHIEVING STUDENTS WILL HAVE INTERVENTION SESSIONS IN COLLEGE AND RECORD ATTENDANCE AND FUTURE PROGRESS THROUGH INTERNAL TRACKING</p>	<p>DO SESSIONS ACTUALLY YIELD BETTER PERFORMANCE? PP CO-ORDINATOR TO TRACK INTERNAL DATA TO GAUGE WHETHER INTERVENTION AID'S PROGRESS OF DISADVANTAGED STUDENTS</p>
<p><b>BEHAVIOUR AND SAFETY</b> LEARNING WALKS BEHAVIOUR RECORDS ATTENDANCE DATA FAMILY ENGAGEMENT</p>	<p>WHAT DOES ATTENDANCE DATA SHOW?</p> <p>ARE EXCLUSIONS/INTERNAL SANCTIONS HIGHER FOR PP STUDENTS AND WHAT IS BEING DONE ABOUT THIS?</p> <p>HOW IS PP FUNDING USED TO ENCOURAGE POSITIVE ATTITUDES TO LEARNING?</p>	<p>ATTENDANCE FOR PP STUDENTS IS BELOW THAT OF NPP STUDENTS BUT IN LINE WITH NATIONAL AVERAGES PA- 20.8% (JUNE 2017) AND HAS IMPROVED BY 5%</p> <p>PP STUDENTS ARE EXCLUDED MORE THAN NPP STUDENTS AND INTERNAL DATA SUGGESTS NEGATIVE BEHAVIOUR IS HIGHER AMONGST PP STUDENTS – ALTHOUGH RAISE ONLINE SHOWS EXCLUSION IS IN LINE WITH NATIONAL AVERAGES AT 18% CLASS CHARTS OFFERING POSITIVE BEHAVIOUR REWARDS ATTENDANCE REWARDS FOR GOOD AND IMPROVING ATTENDANCE MENTORS THAT DISCUSS ISSUES AND OFFER POSSIBLE SOLUTIONS P8 MEETINGS WITH PARENTS ALL PP STUDENTS MET BEFORE NPP STUDENTS IN RELATION TO CAREERS ADVICE FUNDING USED TO SUPPORT AFTER COLLEGE SESSIONS AND STUDENT ATTENDANCE TO SESSIONS</p>	<p>TO CONTINUE THE WORK OF THE ATTENDANCE TEAM TO FURTHER NARROW THE GAPS IN STUDENTS COMING TO SCHOOL</p> <p>MENTORS TO SEE ADDITIONAL STUDENTS TO OFFER SUPPORT ALTERNATIVE METHODS OF SANCTION THAT DOES NOT REDUCE TIME IN CLASSROOMS – SATURDAY ICE ALL STAFF TO HAVE INFORMATION ON PP STUDENTS WEEKLY TO INFORM ON OUTSIDE ISSUES AND BARRIERS TO LEARNING AND BUILD RELATIONSHIPS</p>



	<b>HOW IS THE COLLEGE SUPPORTING FAMILIES IN THE LOCAL COMMUNITY?</b>	<b>SEE MBC MINUTES AND WORK BEING DONE THROUGH PEOPLES BOARD 2<sup>ND</sup> HAND UNIFORM AVAILABLE REGUALR UPDATES ON SOCIAL MEDIA MENTORS ENGAGING WITH FAMILIES AND ADVICE GIVEN</b>	<b>FOOD BANKS ON SITE TO HELP STRUGGLING FAMILIES CLOTHES BANKS ON SITE DISADVANTAGED OFFER TO GIVE ADVICE AND 'TO GO TO' OPTIONS WITHIN THE LOCAL AREA TRACKER OF AGENCY OFFERS SO COLLEGE AND 'OTHER' KNOW WHAT SUPPORT FAMILIES ARE GETTING AND ANY GAPS IN THE COMMUNITY</b>
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**ACTION PLAN BASED ON AUDIT AND DISCUSSION**

<b><u>ACTION</u></b>	<b><u>ROUTE</u></b>	<b><u>WHO</u></b>	<b><u>WHEN FROM / BY</u></b>	<b><u>REVIEWS</u></b>	<b><u>COST IMPLICATION</u></b>
<b>TO IMPLEMENT REGUALR LEARNING WALKS TO ASCERTAIN DELIVERY/IMPACT AND ENGAGEMENT WITHIN LESSONS AND SUPPORT NEEDED</b>	<b>WALK TALK SORT</b>	<b>PK</b>	<b>CONTINUE 2018-19 THROUGH TEACHING AND LEARNING LEAD AND INTRODUCTION OF MILESTONES</b>	<b>Lessons observed and action taken for those not meeting standards required Science needed to deliver more appropriate tasks for weaker PP students</b>	<b>0</b>
<b>CREATION OF FSM AND SUPPORT ELIGIBILITY DOCUMENT FOR FAMILIES HIGHLIGHTING SUPPORT OPTION AND WORK WITH LOCAL COUNCIL TO TRACK AND DELIVER TARGETTED INITIATIVES FOR STUDENTS/PARENTS</b>	<b>LEAFLETS SOCIAL MEDIA CONTACT DETAILS UPDATES ON LOCAL SUPPORT THROUGH MVC AND PEOPLES BOARD</b>	<b>PK LW</b>	<b>TO CONTINUE POLICY NEXT ACADEMIC YEAR</b>	<b>Letters send home and key families highlighted with advice given to gaining pp funding and FSM</b>	<b>LAUNCH £100</b>
<b>AUDIT QUALITY OF FEEDBACK IN MARKING TO ENSURE THIS ALLOWS FOR PROGRESS AND GREATER UNDERSTANDING – IN LIGHT OF NEW GCSE SPECS</b>	<b>LEARNING WALKS SCRUTINY OF MARKING INTERVIEW/SUPPORT STAFF AND TIME ALLOWED TO COLLABORATE</b>	<b>PK HOD LH</b>	<b>MILESTONES WILL FORMALISE MARKING AND REGULARITY OF ASSESSMENTAND BE MONITORED THROUGHOUT THE ACADEMIC YEAR</b>	<b>Regular audit of marking through teaching and learning lead Next step – Milestones to formalise marking and</b>	<b>0</b>

				regularity of assessment	
<b>TRACK PARENTAL ENGAGEMENT TO EVENTS AND CONTINUE TO CONTACT PROIR TO ENCOURAGE ATTENDANCE</b>	<b>ATTENDANCE TEAM AND MENTORS TO SUPPORT TUTORS IN THIS PROCESS</b>	<b>HOY PK TUTORS LW</b>	<b>AT EACH EVENT THROUGHOUT ACADEMIC YEAR</b>	<b>Key families contacted and attendance monitored Increased attendance compared to last academic year</b>	<b>0</b>
<b>ATTENDANCE MENTORS TO CONTINUE TO WORK WITH VULNERABLE FAMILIES AND STUDENTS TO IMPROVE ATTENDANCE IN COLLEGE</b>	<b>CONTINUE WITH STRATEGIES AND PROCESSES IN PLACE – ALLOW FOR MORE STUDENTS IF CAPACITY ALLOWS</b>	<b>LW KW VM MM PK FM</b>	<b>AUGUST 2018</b>	<b>Continue to work with key families and engage with primary students and families in preparation for transfer to JFC</b>	<b>£60000</b>
<b>TO PROMOTE EXTRA CURRICULAR ACTIVITIES AMONGST DISADVANTAGED STUDENTS</b>	<b>TARGET STUDENTS THAT WOULD NOT INVOLVE THEMSELVES USUALLY IN ACTIVITIES SUCH AS WALESBY AND HOLIDAY CLUBS TRACK ATTENDANCE TO HWK CLUB</b>	<b>WD SP AMB P AMB PK LW</b>	<b>SEPTEMBER 2018</b>	<b>90% uptake for Walesby Selected group went to Kingswood Enrichment tracker developed for next academic year to monitor uptake</b>	<b>£10000</b>
<b>TO IMPROVE OUTCOMES IN MATHS , HISTORY, GEOGRAPHY, SCIENCE AND FRENCH AT KS4</b>	<b>OUTSTANDING TEACHERS RIGUROUS TESTING AND MODERATION OF MARKING</b>	<b>HOD LH JJ</b>	<b>EACH ROUND OF TRACKING</b>	<b>Although progress made students still</b>	<b>PART FUNDED</b>

	<b>RIGHT TEACHER WITH RIGHT CLASSES PP COORDINATOR SUPPORT IN LESSONS WHERE NEEDED</b>	<b>HR PK</b>		<b>need to attain higher outcomes</b>	
<b>NARROW GAPS IN ALL SUBJECT AREAS</b>	<b>OUTSTANDING TEACHERS RIGOUROUS TESTING AND MODERATION OF MARKING RIGHT TEACHER WITH RIGHT CLASSES PP COORDINATOR SUPPORT IN LESSONS WHERE NEEDED – LEARNING WALKS TO ASCERTAIN NEED / SUPPORT</b>	<b>ALL STAFF</b>	<b>EACH ROUND OF TRACKING</b>	<b>FRENCH HISTORY</b>  Deterioration from 2016-17 Tracking data monitored each round 2018-19	<b>CURRICULUM SUPPORT PART FUNDED</b>
<b>COMPLETE 2018-19 SPEND AND IMPACT STATEMENT AND REVIEW OF 2017-18 FOR ALL STAKEHOLDERS</b>	<b>TO BE AVAILABLE FOR ALL STAKEHOLDERS TO SHOW STRATEGIES FOR 2017-18 BASED ON THE REVIEW OF 2016-17</b>	<b>PK</b>	<b>SEPTEMBER 2018</b>	<b>REVIEW OF PROGRESS JANUARY 2019</b>	<b>£0</b>