



SEN Budget used for:	Strategy cost	Is this new or additional activity or action?	Brief description of the intervention	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for SEN support? What will it achieve if successful	How will this activity be monitored, when and by whom? How will success be evident?	Impact Measurement	Actual Impact Measurement
Staffing Director of Learning (SENCo/Head of Faculty) and 3 administrators, 1 senior, 1 administrator and 1 junior administrator	£91,560	Continued	To oversee whole school Inclusion– strategic overview	Student support is allocated upon need, identified using assessment data. Student’s ability to access curriculum is improved. The gap between SEN/non SEN is closing	Principal, via weekly line management. Student data, performance indicators.	Aim Leadership and management of all students on the SEND register to be rigorous. All school staff to have a clear understanding of the needs of students on the register. All staff to have an Inclusion Guide to refer too. All staff are held accountable to the needs of SEND students	On March 23 rd 2020 school closed due to the COVID 19 pandemic. Data below shows impact up until this date <ul style="list-style-type: none"> SEND students in all year groups are making APS progress in some form. The gap between SEND and non SEND in Year 8 English has widened by 0.28 since Autumn 1 data. However, SEND students are closing the gap between non SEND in all other year groups SEND students are making progress in Maths in all Year groups except Year 7, however the APS for Years 8 to 10 for SEND and Years 9 and 10 for non SEND – why is this? SEND students are making APS progress in Science, however the gap between SEND/Non SEND is widening in all year groups apart from Year 9 HoF to investigate as to why students aren’t making the progress – are students in correct sets after some movements? Is progress dependant on what is being studied? Were teachers being too lenient during the Summer term/too harsh during the Autumn term? Parental Engagement in SEND Reviews <ul style="list-style-type: none"> The total number of parents who attended the first round of SEND reviews during the Autumn Term 2019 was 84% (16% higher than the Autumn Term 2018 - 68%) During the Spring Term 2020 we had only managed to complete Year 7 and 8 SEND reviews before lockdown. 83% of parents/carers attended the second review Moving forward <ul style="list-style-type: none"> Subject areas to continue to identify where progress for SEND students is slow/a cause for concern – High/middle ability SEND, all year groups predominantly boys KSI and DMA to continue to meet weekly in order to discuss and action interventions for individual students. Support to be allocated in order to support closing gaps. Refocus TAs on how they support high/middle ability students - use of stretch and challenge. Support the teaching staff on the effective way to use TAs to stretch and challenge Continue to us walkthroughs of lessons high/middle ability SEND students. Offer support and guidance on differentiation at all levels. Book checks/work scrutiny Use of homework to extend learning tasks and embed knowledge.
Buying in an Educational Psychologist from the local authority x 30 days this academic year	£9,000	Continued	To support whole school with regards to identifying individual needs of students and groups of students	To work initially with key students to support the EHCP process. To work with groups of students in identified and targeted areas – self-esteem, confidence, mental health, exam anxiety. To work with parents/carers with regards to CAMHs referrals	Weekly in consultation with Director of Inclusion, 1:1 meetings to discuss priority work. Supervision being undertaken by the LA	Aim Students needs will be addressed in a more coherent way. The speed in which reports are gained is shortened. Identified needs such as exam anxiety, mental health etc will be addressed in a more cohesive way and in a timely manner	The EP has worked with 61 students this academic year. 18 on a 1:1, 43 in small groups 1:1 impact <ul style="list-style-type: none"> 6 students have successfully been taken through the EHCP process. 3 have been placed in specialist provision and 3 are awaiting placement 1 student has been diagnosed ASD and receiving appropriate support from CAMHs.

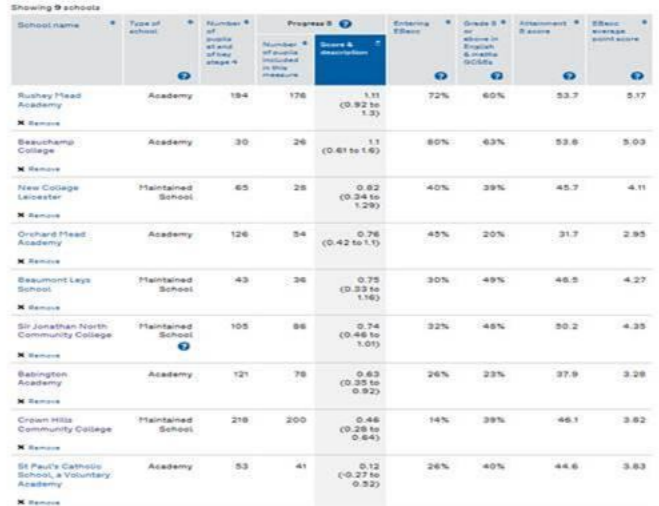


							<ul style="list-style-type: none"> 1 student is accessing vocational education part time and will continue to full time once schools return and for his KS4 education 1 student we are awaiting change of placement after an early annual review 2 students had successful annual reviews and continue to work well at NCL 2 students (year 11) had 1:1 mentoring prior to lockdown to support anxiety leading up to exams. 5 students continue to access appropriate support and intervention in school <p>Small group work – 43 students involved Year 7 Boys Group - 5 students Year 7 Self-esteem and confidence group – 7 students Year 9 Anger Management – 6 students Year 10 – Preventing Exam Stress – 7 students Year 11 Exam Stress – 8 students Year 11 Girls Group – Yes You can – 10 students</p>
Staffing to improve Literacy, Numeracy and Science - x 1 Deputy, x 1 L4 TA, x4 L3 TAs and x4 L2 Tas	£222,430	Continued	Small group Literacy, Numeracy and Science intervention groups – timetabled. In class support across the curriculum –	Progress 8 levels improve in line with national Gaps in learning reduce	DoL and Deputy SENCo. Half termly TA data. Reading and spelling age data	Aim Reading and spelling ages to continue to increase so students RA is in line with their chronological age. Numeracy intervention is targeted to need; student’s gaps in learning are identified, targeted and supported in order to close the gap	<p>Year 7 English intervention X 2 class 15 students</p> <ul style="list-style-type: none"> 53.3% (8) on/above target 46.6% (7) below target of these 20% (3) have made progress since Aut data <p>Year 8 Literacy intervention X 2 classes 25 students</p> <ul style="list-style-type: none"> 60% (15) have improved their reading age this academic year 8% (2) have stayed the same 24% (6) have gone done 8% (2) no data <p>Numeracy Intervention Year 7 – 17 students in total</p> <ul style="list-style-type: none"> 82% (14) students have made progress from their starting point. Of these 12 students SEND. 83% (10) SEND students have made progress from their starting point. <p>Year 8 – 24 students in total</p> <ul style="list-style-type: none"> 54% (13) students have made progress from their starting point (YR7 summer 1 TA). Of these, 11 students SEND. 39% (7) SEND students have made progress from their starting point (YR7 summer 1 TA). <p>Year 9 – 17 students in total</p> <ul style="list-style-type: none"> 59% (10) students have made progress from their starting point (YR8 summer 1 TA). Of these, 9 students SEND 42% (5) SEND students have made progress from their starting point (YR8 summer 1 TA). <p>Science Intervention Yr7b/4</p> <ul style="list-style-type: none"> 7 students in total 71% (5) students have made progress from their starting points. Of these students (4) students are SEND 80% (4) SEND students have made progress from their starting point. <p>Yr7a/4</p> <ul style="list-style-type: none"> 12 students in total 92% (11) students have made progress from their starting point.



							<ul style="list-style-type: none"> Of these students (7) students are SEND 64% (7) SEND students have made progress from their starting point. <p>Yr8bsc/4</p> <ul style="list-style-type: none"> 10 students in total 90 % (9) students have made progress from their starting point Of these students (4) students are SEND 75% (3) SEND Students have made progress from their (yr7 summer term 1 TA starting point.) The 1 student not made progress is a student new to the class. <p>Yr8asc/4</p> <ul style="list-style-type: none"> 13 students in total 100% (13) students have made progress from their starting points. Of these students (5) Students are SEND 100% (5) SEN students have made progress from their (yr7 summer term 1 TA starting point) 																																										
Staffing for EAL across the curriculum – EAL Coordinator – full time post	£40,940	Continued	To oversee the assessment and intervention of students new to the country	Students are identified upon entry. EAL students complete NVR assessment upon entry. Students are placed in classes according to need not language capability. Development of an EAL database. Staff have a clear understanding on student need	Weekly line management, student data, ability for students access their learning	Aim All students entering the college have a full EAL screening in order to ascertain proficiency. Staff are informed of this. Students are placed in sets appropriate to their academic attainment. They are immersed into the curriculum	<p>Impact EAL Coordinator role</p> <ul style="list-style-type: none"> Language School Form Tutor x5 days 12hrs teaching timetable for GCSE English Classes, a Post 16 GCSE English class ,1 Yr 7 English class and 1 Yr 8 English class, not all students are learning EAL. 3 hours per week small group work/tutorials for students with proficiency in English codes A/B who have been identified as requiring additional support academic or pastoral. Remaining timetable is divide up into a T&L coaching role , delivering student induction , 1:1 Tutorials etc... In class support for a number of students – this varies week to week subject to need / teacher concerns. Planning and delivery of INSET/CPD/ teaching and Learning Briefings / Assemblies Coordinator for our teaching and learning steering group Parental/carer meetings, Liaison with external agencies and attendance at our local EAL Hub group. In class observations of new students on roll to ensure pastoral and academic needs are met Working alongside our amazing volunteer, LU, who specifically supports our students with proficiency code A – New to English <p>The strategic role of the EAL coordinator is to provide ongoing support for all staff and students, enabling our students, learning EAL, to fully access and engage with the curriculum and wider aspects of college life. Our headline figures demonstrate that our students learning EAL are making progress.</p> <p>We deliver content and integrated language learning to ensure our students make outstanding progress.</p> <p>Current profile of students learning EAL Total number of students learning EAL 309 Total number of students learning EAL and eligible for the PP 113 Total number of students learning EAL with a SEND 17</p> <p>March 2020 - Proficiency in English Codes per Year Group</p> <table border="1"> <thead> <tr> <th>Year</th> <th>A - New To English</th> <th>B - Early Acquisition</th> <th>C - Developing Competence</th> <th>D - Competent</th> <th>E - Fluent</th> <th>Total Students</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>1</td> <td>1</td> <td>20</td> <td>14</td> <td>10</td> <td>46</td> </tr> <tr> <td>8</td> <td>0</td> <td>0</td> <td>18</td> <td>17</td> <td>25</td> <td>60</td> </tr> <tr> <td>9</td> <td>2</td> <td>3</td> <td>9</td> <td>17</td> <td>27</td> <td>58</td> </tr> <tr> <td>10</td> <td>0</td> <td>7</td> <td>7</td> <td>17</td> <td>33</td> <td>64</td> </tr> <tr> <td>11</td> <td>0</td> <td>3</td> <td>15</td> <td>29</td> <td>34</td> <td>81</td> </tr> </tbody> </table>	Year	A - New To English	B - Early Acquisition	C - Developing Competence	D - Competent	E - Fluent	Total Students	7	1	1	20	14	10	46	8	0	0	18	17	25	60	9	2	3	9	17	27	58	10	0	7	7	17	33	64	11	0	3	15	29	34	81
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							<p>14.11.2019 Meeting the needs of students learning EAL 28.11.19 PP Strategies - including students learning EAL 12.3.2020 T&L Briefing - Stretch and challenge 13.3.2020 Yr 7 – Assembly Wellbeing – Positive Communication. Inclusion team - Open Door surgeries – Ongoing. All new staff and SCITT /PGCE students receive a SEND/EAL induction package.</p>  <p>Positive Progress 8 score 0.82 for students 2019 GCSE Results. Third in the city of Leicester.</p>
Level 3 TA – working across Literacy and EAL	£18,650	Continued	To support the teaching and learning of students new to the country. To support whole college staff in supporting EAL students	Students identified by the EAL coordinator. To work under the guidance and support of the EAL coordinator and class teachers	Weekly support and guidance from the EAL co-ordinator	<p>Aim Students to have the targeted support they require in order to access the curriculum and make good progress. Language skills are developed quickly as students are immersed into lessons that are appropriate to their level of academic ability</p>	<p>Liaison with our Level 3 TA to identify students /classes requiring additional support. TM role impacts upon academic achievement and attendance which is indicated by the above headline data. Students learning EAL are achieving and continue to make progress. In the minority of cases where progress is slower we are mindful that the cultural backgrounds of our students have changed with the value of education not seen as significant from a parent/carer perspective. Establishing positive relationships with parents and reinforcing the value of education is an ongoing priority for the team. Another attempt to link with external agencies to further engage parents in their acquisition of English was not well supported by parents/carers despite a wide campaign to promote and engage parents/carers. We remain optimistic and will continue to further engage with parents. Reading and comprehension</p> <ul style="list-style-type: none"> All students, 100%, arriving to NCL this academic year have increased their base line reading comprehension scores.
Level 3 TA – Inclusion full time post	£18,650	Continued	To support students who are placed in offsite provision – CHS, Vocational placements, manage moves etc.	To ensure students receive a broad and balanced curriculum. To liaise between providers and to ensure positive attendance	Weekly line management, student data, use of CLM	<p>Aim Students will attend provision regularly, they will access a curriculum that is appropriate to need, they will achieve GCSE in at least English and Maths plus additional qualifications as appropriate</p>	<p>Students overseen by Level 3 TA – All Male and all SEND Student 1 - Year 7</p> <ul style="list-style-type: none"> Attending full time placement at Carisbrooke whilst awaiting EHCP assessment which has recently been completed. Draft EHCP received by school April 2020 naming specialist provision Attendance 1st Sept 2019 -29th April 2020 63.8% <p>Student 2 - Year 8</p> <ul style="list-style-type: none"> Attending 2 DP at Carisbrooke attendance low – EWO heavily involved. Referred to CAMHs <p>Student 3 - Year 8</p> <ul style="list-style-type: none"> Attending full time placement at Carisbrooke whilst awaiting EHCP assessment which has recently been completed. Draft EHCP received by school April 2020 naming specialist provision



							<ul style="list-style-type: none"> • Attendance 1st Sept2019 -29th April 2020 55.3% <p>Student 4 – Year 9</p> <ul style="list-style-type: none"> • Attended 2DP placement at Carisbrooke ends April 2020 • Attendance 1st Sept2019 -29th April 2020 56.5%. This is the second round of 2DP for this student. At serious risk of permanent exclusion, which is what he wants. EWO heavily involved • Element 3 bid has been submitted for funding for a vocational placement for KS4. • No medical need, his behaviour seems to be chosen. <p>Student 5 - Year 9</p> <ul style="list-style-type: none"> • Attended 2 DP at Carisbrooke attendance good • Behaviour when in school did not improve so placed on a manage move at the agreement of parent - failed manage move and returned to NCL after an informal governors meeting. Trying to succeed and was getting it right up until school closed on 23.3.2020 <p>Student 6 Year 9 Attended 2 DP at Carisbrooke attendance 1st Sept2019 -29th April 2020 97.6%</p> <ul style="list-style-type: none"> • Behaviour when in school did not improve so placed on a manage move at the agreement of parent – Student refused to attend. Informed that he was now on his last chance in school and was trying to succeed and was getting it right up until school closed on 23.3.2020 <p>Student 7 - Year 9</p> <ul style="list-style-type: none"> • Arrived to NCL at the end of Year 7 from another City school. Significant needs identified early on • Attending full time placement at Carisbrooke whilst awaiting EHCP assessment which has recently been completed. • Draft EHCP received by school April 2020 naming specialist provision • Attendance 1st Sept 2019 -29th April 2020 72.5% <p>Student 8 – Year 9</p> <ul style="list-style-type: none"> • Having attended Carisbrooke on a 2DP he returned to NCL where he continues to struggle with a full timetable and he pushes all boundaries in school. Attendance at Carisbrooke good. Attendance in school 1st Sept2019 -29th April 2020 65.2%. EWO involved • Placed on 3 mornings a week at EDU8 since February 2020 as a trial – working well. Will move to 4 days from August 2020 <p>Student 9 – Year 10</p> <ul style="list-style-type: none"> • Attendance poor at current provision however has been engaged at Carisbrooke (taxi provided) Email sent 27th to ALX8 April 2020 for conformation of any qualifications awarded whilst at external provision. Reply received due to poor attendance and despite school providing a bus pass the student did not complete course. Attendance 1st Sept2019 -29th April 2020 36.7% at Axle8. 77.3% at Carisbrooke. EWO heavily involved. <p>Student 10 – Year 10</p> <ul style="list-style-type: none"> • Arrived at NCL in Year 9 – midterm transfer. Refused to engage/attend lessons therefore placed at EDU8 as a last resort to engage • Failed to complete vocational course due to a pending permanent exclusion. Prior to this attendance had been better than when at NCL. Attendance 1st Sept 2019 -29th April 2020 62.6% <p>Student 11 – Year 10</p> <ul style="list-style-type: none"> • Attended CHS home tuition service from September 19 until January 2020 as had Cancer of the femur and need leg elevated at all time. • Now back in school full time and accessing all lessons <p>Student 12 – Year 11</p>
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							<ul style="list-style-type: none"> Failed to attend vocational placement for the autumn term at the cost of £3,000 to the school. Will leave with only a Maths, English Language and Literature and science grade as only attending NCL afterschool provision since January 2020. Attendance however has been very poor – EWO heavily involved <p>Student 13 -Year 11</p> <ul style="list-style-type: none"> Failed to attend vocational placement for the autumn term at the cost of £3,000 to the school. Will leave with only a Maths, English Language and Literature and science grade as only attending NCL afterschool provision since January 2020. Attendance however has been very poor – EWO heavily involved <p>Student 14 – Year 11</p> <ul style="list-style-type: none"> Attended E2 Learning x 3 days a week and Carisbrooke LC x 1 day a week for Functional Maths and English. Awaiting results from provision email sent 23rd April 2020 for conformation of qualifications Attendance 1st Sept 2019 -29th April 2020 82.6% at E2 and 97.8% at Carisbrooke
Accessing The Curriculum lessons	£4,500	Continued	To support the teaching and learning of students new to the country. To offer a targeted intervention to ensure new to country students get the basic language skills/requisition/key words and vocabulary to enable them to access a broad and balanced curriculum. A revolving door intervention	Students identified by the EAL coordinator. To work under the guidance and support of the EAL coordinator	Weekly support and guidance from the EAL co-ordinator	Aim Students to have targeted support they require in order to access the curriculum and make good progress. Language skills are developed quickly. Gaps in learning are reduced. Students make better progress	<ul style="list-style-type: none"> Small Group work or 1:1 with selected students currently Key Stage 4 students with proficiency codes A/B and a Key Stage 3, Yr 7 student who had never previously received any schooling in their first language. Pastoral role for students who maybe refugees seeking asylum. <p>Reading and comprehension</p> <ul style="list-style-type: none"> All students, 100%, arriving to NCL this academic year have increased their base line reading comprehension scores. All students new on roll received support from EMA/TM at various times during their schooling at NCL. Ongoing staff CPD/INSET ensures that the needs of students, learning EAL, are met. Whole school literacy interventions that promote a love of reading AR/DEAR are another factor in student achievement.

Staffing to improve Literacy – x 3 Level 3 TAs	As above	Continued	Small intervention group. Students withdrawn from French. Personalised learning, ASDAN Bronze – timetabled. Years 9	Student’s literacy levels improve. Ability to access the curriculum is greater	DoL and Deputy SENCo. Half termly TA data. Reading and spelling age data	Aim Reading and spelling ages to continue to increase so student’s RA is in line with their chronological age.	<p>Year 7 English intervention X 2 class 15 students</p> <ul style="list-style-type: none"> 53.3% (8) on/above target 46.6% (7) below target of these 20% (3) have made progress since Aut data <p>Year 8 Literacy intervention X 2 classes 25 students</p> <ul style="list-style-type: none"> 60% (15) have improved their reading age this academic year 8% (2) have stayed the same 24% (6) have gone done 8% (2) no data
Staffing to support Quality First Teaching across the curriculum x 4 Level 2 TAs	As above	Continued	All year groups	Students able to access the curriculum. Greater ability to access the curriculum. Tasks differentiated to meet need.	DoL, HoF and Deputy SENCo. Half termly TA data.	Aim Level 2 TAs are deployed to specific areas dependent on need by the DoL. Data and tracking of student progress shows that students are making expected progress against their starting point.	<p>On March 23rd 2020 school closed due to the COVID 19 pandemic. Data below shows impact up until this date</p> <ul style="list-style-type: none"> SEND students in all year groups are making APS progress in some form. The gap between SEND and non SEND in Year 8 English has widened by 0.28 since Autumn 1 data. However, SEND students are closing the gap between non SEND in all other year groups SEND students are making progress in Maths in all Year groups except Year 7, however the APS for Years 8 to 10 for SEND and Years 9 and 10 for non SEND – why is this? SEND students are making APS progress in Science, however the gap between SEND/Non SEND is widening in all year groups apart from Year 9 HoF to investigate as to why students aren’t making the progress – are students in correct sets after some movements? Is progress dependant on what is being studied? Were teachers being too



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Staffing for a part time SEND teacher to continue to develop the BRWP and to manage volunteer readers – 2 days per week	£16,460	Continued	Targeted paired reading support. All year groups Deployment of volunteer readers	Students reading and inference skills improve. Greater ability to access the curriculum	DoL and Deputy SENCo. Half termly TA data. Reading and spelling age data, NC levels	Aim Reading and spelling ages to continue to increase so students RA is in line with their chronological age.	<p><u>Literacy Intervention Paired Reading 2019-2020</u></p> <p>Year 7 – 38 students</p> <ul style="list-style-type: none"> 76.32% (29) of all students have improved their reading age this academic year from between .7 to 5.5 years 13.16% (5) have declined from between -.5 to -1.9 years 2.63% (1) have stayed the same 7.89% (3) no comparable data as latest R.A not available <p>Year 8 – 34 students</p> <ul style="list-style-type: none"> 61.76% (21) of all students have improved their reading age this academic year from between .4 to 5.3 years 14.71% (5) have declined from between -.5 to -3.2 years 11.76% (4) have stayed the same 11.76% (4) no comparable data as latest R.A not available <p>Year 9 - 11 students</p> <ul style="list-style-type: none"> 72.73% (8) of all students have improved their reading age this academic year from between .9 to 7.3 years 18.18% (2) have declined from between -.4 to -1.8 years 9.9% (1) no comparable data available <p>Year 10 – 11 Students</p> <ul style="list-style-type: none"> No comparable data as latest R.A not available <p>Year 11 – 13 Students</p> <ul style="list-style-type: none"> No comparable data as latest R.A not available
Dyslexia screening	£1000	Continued	5 staff trained to screen students, then offer advice to class teachers accordingly. All year groups	Students reading and inference skills improve. Greater ability to access the curriculum	DoL and Deputy SENCo. Half termly TA data. Reading and spelling age data, NC levels	Aim Higher numbers of students are being screened. Strategies are put in place to support according to needs. Resources such as pen grips, overlays, coloured exercise books/paper, egg timers are used across the college	<p>Dyslexia Screening</p> <p>13 students screened for Dyslexia. Most of these students were Year 7 students. Of the 13 only 4 were at risk/strongly at risk of Dyslexia. Strategies and recommendations shared with staff and parents/carers informed in writing.</p>
Additional staffing: to develop a pastoral model for SEND – mentoring, behaviour support, self esteem/anger management and BOOST group x 1 Level 3 TA	See PP spend	Continued	All year groups	Greater participation in lessons. Students accessing the curriculum. Attendance improved, exclusions reduced	DoL/SLT via half termly data analysis	Aim BOOST group, 1:1 mentoring, small group interventions on self-esteem and confidence and Anger Management focus on the ‘hidden curriculum’ in a nurturing environment. Student progress tracked and monitored pre and post intervention to monitor impact. Academic progress tracked and monitored via DoL’s data trawl half termly. Overall has a positive impact on student behaviour, reduced exclusions and increased attendance. Evidenced by exclusion and attendance data	<ul style="list-style-type: none"> The DoL for Inclusion oversee’s the B4L strategy across the college ensuring consistency with regards to behaviour management, intervention and consequences. Level 3 TA used to support the running of the SSRR and is on duty period 1 daily in the provision – this ensures a consistent start to the day, with routines now embedded. DoL is on walk period 1 daily again to ensure consistency across the college with regards to B4L 22 students have received 1:1 mentoring this academic year. Of these 19 were SEND 1 student has accessed the LPS full time and has now an EHCP stating specialist provision. 3 students have accessed LPS x2 days per week and are now back in school full time. Of these students 1 was placed on manage move to another schools but failed. 2 students were placed on reduced timetables with a view to alternative provision for KS4 The rest, 16 students, are accessing school full time. Behaviour points are reducing, achievement points are increasing and attendance is being closely monitored. 26 students have accessed the BOOST group this year – please see PP spend for impact for each group



<p>Anti-Bullying, Restorative Justice and behaviour mentoring – part time by Assistant HoY and HoY</p>	<p>£9,000</p>	<p>Continued</p>	<p>To work alongside the DoL in developing a system to ensure issues are addressed quickly and effectively. All year groups</p>	<p>Bullying and racist incidents are reduced. Evidence via college records. Students feel safe in school – PASS survey</p>	<p>DoL/HOY via termly analysis</p>	<p>Aim Incidents of bullying and racist incidents are reduced. Issues relating to inappropriate behaviours are addressed quickly and effectively. FTE are reduced. Evidence via RASIE online and college data</p>	<ul style="list-style-type: none"> • Anti-Bullying work during the academic year of 2019/2020, has seen a reduction in RI and HI incidents being logged. This has been down to educating students are how should treat each other through our college wide hate campaign during Anti-Bullying. • Mediations carried out to help educate students when they have had a breakdown in relationship or conflict with their fellow peers.- mediation are carried out across all 5 Year Groups. • Anti-Bullying Ambassadors support students when they have had any breakdowns in relationships and guide them to recover break down guided by MPE • Whole school campaign regarding awareness of anti-bullying carried out termly through assemblies and personal development. • Citywide anti-bullying training for college is across Leicester planned for April of 2020 (postponed) • Schoolwide anti-bullying survey planned for June 2020 (Postponed)
<p>Pastoral Administrator – employed full time and permanent</p>	<p>As above</p>	<p>Continued</p>	<p>To work alongside the DoL in developing a data analysis process to enable HoY and Inclusion to implement action/intervention as a proactive measure rather than reactive</p>	<p>Reduction in low level behaviours</p>	<p>DoL, Principal</p>	<p>Aim Reduction in low level disruption and FTE, evidenced by RAISE online and college data/SEF</p>	<p>The school’s behaviour for learning strategy is reducing the number of fixed term exclusions this academic year to date. The work and support of the Pastoral Administrator is crucial in ensuring all documentation, communication and clarity with regards student behaviours, contact with parents/carers, minutes of meetings and all other areas to do with our B4L protocol are centralised. Due to her work the colleges graduated response to behaviour we are now seeing positive impact across all consequences;</p> <ul style="list-style-type: none"> • FTE’s for the college this academic year stands at 11 separate incidents (10 students) 1.13% (college figures) in comparison to 7.35% national average for schools with a similar level of deprivation (3.9% NA) • The rate of repeat offenders currently stands at 0.10% (1 student, college figures) in comparison to the national average of 3.11% for schools with a similar level of deprivation – (1.5% NA) • There is 1 permanent exclusion pending <p>Within Year groups the following strategies have been implemented in order to reduce exclusions;</p> <ul style="list-style-type: none"> • Tutors continue to contact parents/carers at an earlier stage for students who are consistently appearing on the daily behaviour report • The implementation of Tutor, HoY and SLT report as soon as students begin to show signs of disengagement and upon return from a holiday to settle students • Parental meetings held by Tutor/Hoy/DoL – all minuted and logged on SIMs • Intervention groups focusing on boys achievement for KS3 - disengaged boys and continuing targeted mentoring • All students who are high profile in any area to be taken to the whole school removing barriers meeting – half termly per year group • Students who are causing particular concern currently are the focus for next year. This correlates with the data from the SSRR, LSRR and 2.30 – 4.30 which shows SEND Middle and High ability and PP boys are the groups of students we need to focus on going forward – see Behaviour for Learning overview • 3 Year 9 students causing particular concern have had element 3 bids applied for and will be commencing vocational placements for their KS4 education in order to prevent further exclusions and the disruption the rest of the cohorts education



Accelerated reader	£4743	Continued	3 staff trained to deliver targeted literacy intervention. Year 7 in the first instance	Students reading and inference skills improve. Greater ability to access the curriculum	Second in English, Deputy SENCo, KS 3 coordinator (English) Librarian Half termly data. Reading and spelling age data, NC levels	Aim Reading and spelling ages to continue to increase so students RA is in line with their chronological age.	<p>No data for the end of the academic year due to the COVID 19 pandemic</p> <p>Year 7 – 191 students</p> <p>Reading</p> <ul style="list-style-type: none"> • 60% (115) have improved their reading age this academic year • 4% (8) have stayed the same • 16% (31) have gone done • 19% (37) no data <p>Of these 44 are SEND</p> <ul style="list-style-type: none"> • 63.6% (28) have improved their reading age this academic year • 4.5% (2) have stayed the same • 11.3% (5) have gone down • 20.4% (9) no data <p>Year 8 – 179 students</p> <p>Reading</p> <ul style="list-style-type: none"> • 54.7% (98) have improved their reading age this academic year • 5.5% (10) have stayed the same • 20.6% (37) have gone done • 18.4% (33) no data <p>Of these 30 are SEND</p> <ul style="list-style-type: none"> • 36.6% (11) have improved their reading age this academic year • 10% (3) have stayed the same • 33.3% (10) have gone down • 20% (6) no data <p>Year 9 – 196 students</p> <p>Reading</p> <ul style="list-style-type: none"> • 51.5% (101) have improved their reading age this academic year • 5.6% (11) have stayed the same • 19.3% (38) have gone done • 20.9% (41) no data <p>Of these 20 are SEND</p> <ul style="list-style-type: none"> • 50% (10) have improved their reading age this academic year • 5% (1) have stayed the same • 20% (4) have gone down • 25% (5) no data
Breakfast, break and lunch clubs Staffing costs	£10,000 0	Continued	All year groups	Students will be better placed to access curriculum – they will have toast, cereal, fruit and a warm drink which will improve concentration in lessons. Breakfast club is free and school pay for all food and drinks for students	HoY/HoF/SENCo Core subject teacher assessments	Aim Larger numbers of students accessing the clubs. Evidenced by extra curricula registers. Breakfast Club Students are more focused in lessons if they have had breakfast. There is a more positive start to the day due to the capacity to talk to staff Break/lunch clubs A calm and safe environment for the more vulnerable students who do not wish to be in the main body of the school, outside or off site. Activities range from arts and crafts, pool/snooker and table tennis to quiet reading. Students are encouraged to use their social communication and team work skills.	<ul style="list-style-type: none"> • Greater numbers of students accessing breakfast club. Open to all year groups. Currently 135 students consistently access the club each day but numbers vary. Of the 135 students only 24 are SEND students Numbers are higher during the winter for obvious reasons. Students receive a warm drink, toast/crumpet/cereal. • 35 students consistently access The Buddy Club at lunchtimes. Of these 23 are SEND students, however there are greater numbers attending the area as this is where students have packed lunches and are also able to play table tennis.



<p>Homework Club now running x 4 days per week over 2 venues. One club for Years 7 – 9 in CU10 and a in the LRC for Years 10 – 11 so they are able to use resources for revision</p>	<p>0</p>	<p>Continued</p>	<p>All year groups</p>	<p>Students make expected or better progress Gaps in learning reduce</p>	<p>SLT for extra curricula activities/SENCO</p>	<p>Aim Larger numbers of students accessing the club Monday to Thursday inclusive. Evidenced by extra curricula registers. More students completing their homework on time and in greater detail. Reduction in the number of C4 Homework detentions</p>	<ul style="list-style-type: none"> • 129 students have accessed homework club consistently this year of which only 30 are SEND students • Homework club is now open 4 days a week, Monday to Thursday. This is to ensure all students have access to additional support/ICT as appropriate. • There are now 2 venues – LRC for KS4 students. This is to ensure that the older students have a quieter, more relaxed learning environment in which to revise/complete coursework and homework with support, and CU10 for KS3 students, both having at least 2 members of staff present each evening. • Currently 155 students across all year groups have accessed homework club at least once, often more. • 1520 homework DT's have been set this academic year in comparison to 2270 at the same time last academic year • Greater emphasis on the importance of homework to support progress/learning and revision has been a focus this year and that it is not just set for the sake of it. With this in mind and with the support of homework club, students are taking ownership of it.
<p>EAL Tutor Group</p>	<p>0</p>	<p>Continued</p>	<p>All year groups dependent on need</p>	<p>Students gain key language skills in order to be equipped to access a mainstream education</p>	<p>SENCo, EAL Coordinator</p>	<p>Aim Improvement in language skills of all students</p>	<p>EAL Language School tutor group</p> <ul style="list-style-type: none"> • Total number of students x 19 • Number of students eligible for the PP within the tutor group x6. • Number of students with SEND x2 • 100% students within the Language School tutor group have increased their proficiency in English starting levels over the last term. • 100% students, learning EAL, have increased their NASSEA assessment levels since starting at New College. <p>Improved Attendance</p> <ul style="list-style-type: none"> • Yr 8 Student MC – Previous attendance 80% moved into the Language school tutor group attendance now 98% which is above NA
<p>Literacy Tutor Group</p>	<p>£2000</p>	<p>Continued but with a changed focus</p>	<p>Year 7 predominantly but with 4 year 8 students being in the tutor time to mentor the Year 7's but also to ensure they continue to achieve in school (nurture)</p>	<p>Targeted tutor group for the most vulnerable students looking at personal organisation, preparation for the day. A nurturing environment to ensure students feel safe and secure</p>	<p>DoL, Tutor and Deputy SENCo. Half termly TA data. Reading and spelling age data, NC levels</p>	<p>Aim Students to be fully prepared for their day in school. To ensure they are ready to learn. To support them pastorally to build self-esteem and confidence</p>	<p>Year 8 Intervention tutor group</p> <ul style="list-style-type: none"> • 8 students - 6 students have had a positive impact from this intervention • Attendance: 95.81% • Rewards: 1612 • Consequences: 365 • Focus on students' organisational skills, homework, equipment, uniform, planner and daily rewards/consequences. <p>Year 9 Intervention tutor group</p> <ul style="list-style-type: none"> • 5 students – 1 student has had a positive impact from this intervention • Attendance: 87.49% • Rewards: 545 • Consequences: 189 • Focus on students' organisational skills, homework, equipment, uniform, planner and daily rewards/consequences.



Numeracy tutor time	0	Continued	Yr7 and Yr8	Students make expected or better progress in end of topic tests Gaps in basic numeracy are reduced	ZAH/ZSG end of topic tests, student's data	Aim Students numeracy levels increase, builds self-esteem and confidence. Gaps in learning are reduced. Students make better progress	<p>Year 7 – 7 students in total</p> <ul style="list-style-type: none"> 71% (5) students have made progress from their starting point. 29% (2) students have made little progress due to late arrival to the numeracy group. <p>Of these 1 student SEND</p> <ul style="list-style-type: none"> 20% (1) SEND student made progress from their starting point <p>Year 8 – 8 students in total</p> <ul style="list-style-type: none"> 88% (7) students have made progress from their starting point. 12% (1) student due to attendance to numeracy sessions. <p>Of these 2 students SEND.</p> <ul style="list-style-type: none"> 20% (1) SEND student made progress from their starting point
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TOTAL £448,933