



**SEND spend Key Interventions 2017/2018**

**2017 - 2018 allocated SEN Budget £337,525**

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 apprentice and 1 senior	<b>£91,560</b>	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.	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	<ul style="list-style-type: none"> <li>SEND Students in Year 7, 10 and 11 are making progress but at a slower rate than we would anticipate. Progress needs to be accelerated, particularly in Years 10 and 11.</li> <li>SEND Students in Years 8 and 9 are making expected progress but this is slowing. They still have a lot to do in order to achieve there EoY targets</li> <li>SEN middle ability in Year 10 are making good progress and year 10 low ability SEN are making steady progress, however there is a concern for Years 10 and 11 SEN students’ progress holistically</li> <li>Years 7 and 8 SEN students of all ability are making steady progress. Strategies need to be implemented in order to accelerate progress</li> <li>64% (85/132) of SEN students’ parents attended the first review</li> <li>65% (72/110) of SEN students’ parents attended the second review. Year 11 do not have a review in the Spring/Summer term due to exam prep.</li> </ul> <p><b>Moving forward</b></p> <ul style="list-style-type: none"> <li>Identify subject areas where progress for SEND students is slow/a cause for concern – High/middle ability SEND, all year groups predominantly boys</li> <li>Identify areas for targeted support – look at individual students and the level of support. Refocus TAs on how they support high/middle ability students - use of stretch and challenge.</li> <li>Walkthrough lessons of high/middle ability SEND students. Offer support and guidance on differentiation at all levels.</li> <li>Book checks/work scrutiny</li> <li>Use of homework to extend learning tasks and embed knowledge.</li> </ul>
Staffing to improve Literacy, Numeracy and Science - x 1 Deputy, x 1 L4 TA, x5 L3 and x5 L2 TAs	<b>£222,430</b>	Continued	Small group Literacy, Numeracy and Science intervention groups - timetabled	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	<b>Aim</b> Reading and spelling ages to continue to increase so students RA is in line with their chronological age. Numeracy	<b>Numeracy Intervention</b> Year 7 – 28 students in total <ul style="list-style-type: none"> <li>78.6% (22) students have made progress from their starting point</li> </ul>



						<p>intervention is targeted to need; student's gaps in learning are identified, targeted and supported in order to close the gap</p>	<ul style="list-style-type: none"> <li>• Of these 10 students are SEN</li> <li>• 70% (7) have made progress from their starting point</li> </ul> <p>Year 8 – 30 students in total</p> <ul style="list-style-type: none"> <li>• 50% (15) students have made progress from their starting point</li> <li>• Of these 13 students are SEN</li> <li>• 37.5% (6) have made progress from their starting point</li> </ul> <p>Year 9 – 29 students in total</p> <ul style="list-style-type: none"> <li>• 69% (20) students have made progress from their starting point</li> <li>• Of these 9 students are SEN</li> <li>• 44.4% (4) have made progress from their starting point</li> </ul> <p>Year 10 – 7 students in total</p> <ul style="list-style-type: none"> <li>• 42.9% (3) students have made progress from their starting point</li> <li>• Of these 3 students are SEN</li> <li>• 33.3% (1) have made progress from their starting point</li> </ul> <p>Year 11 – 4 students in total</p> <ul style="list-style-type: none"> <li>• 0% of students have made progress from their starting point</li> <li>• Of this 1 student is SEN</li> <li>• 0% have made progress from their starting point</li> </ul> <p><b>Literacy</b></p> <p>Year 7 – 61 students in total</p> <ul style="list-style-type: none"> <li>• 73.8% (45) students have made progress from their starting point</li> <li>• Of these 19 students are SEN</li> <li>• 68.4% (13) have made progress from their starting point</li> </ul> <p>Year 9 – 26 students in total</p> <ul style="list-style-type: none"> <li>• 61.5% (16) students have made progress from their starting point</li> <li>• Of these 10 students are SEN</li> <li>• 40% (4) have made progress from their starting point</li> </ul> <p><b>Science</b></p> <p>Year 7 – 18 students in total</p> <ul style="list-style-type: none"> <li>• 72.2% (13) students have made progress from their starting point</li> <li>• Of these 6 students are SEN</li> <li>• 66.7% (4) have made progress from their starting point</li> <li>• <b>Year 8 – 18 students in total</b></li> <li>• 88.9% (16) students have made progress from their starting point</li> <li>• Of these 12 students are SEN</li> <li>• 83.3% (10) have made progress from their starting point</li> </ul>
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							<p><b>Moving forward</b></p> <ul style="list-style-type: none"> <li>• Analysis of intervention data to show impact/not, are the correct students getting the correct intervention, are the interventions fit for purpose</li> <li>• Use of TAs across the curriculum (in class support) – does this show positive impact? Are staff placed in appropriate classes to support the teaching and learning of vulnerable groups – KSI to speak to DOL regarding faculty analysis and to ensure support is placed appropriately</li> <li>• HoF/HoY to identify SEN and PP students who are underachieving and inform DOL/KSI of who, what, when and how they are going to close the gap and what support they will need in order to do this</li> </ul>
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	<p><b>Aim</b></p> <p>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>	<ul style="list-style-type: none"> <li>• 2017/2018 – 29 new students either new to country or less than two years residency.</li> <li>• L2 TA in place to support the transition into classes – has been successful and all students receiving a broad and balanced curriculum</li> </ul>
Full time L2 EAL TA	£16,650	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 co-ordinator. To work under the guidance and support of the EAL coordinator and class teachers	Weekly support and guidance from the EAL co-ordinator	<p><b>Aim</b></p> <p>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>	<ul style="list-style-type: none"> <li>• 2017/2018 - 29 new students either new to country or less than two years residency.</li> <li>• EAL students, as a cohort are achieving across the curriculum.</li> </ul> <p>June 2018- attendance is above national average for all year groups - NA 94.8% NCL attendance by Year group;</p> <ul style="list-style-type: none"> <li>• Yr 7 96.4%</li> <li>• Yr 8 95.8%</li> <li>• Yr 9 95.8%</li> <li>• Yr 10 97.2%</li> <li>• Yr 11 95.4%</li> </ul> <p>Immediate action is taken for individual students causing concern.</p> <ul style="list-style-type: none"> <li>• 16 key students are supported within the classroom.</li> <li>• 100% have made progress in relation to their NASSEA step on arrival.</li> <li>• 100% of these students have increased their proficiency in English codes from A to B or above.</li> <li>• Students are participating in a full curriculum and engaged in extracurricular activities.</li> <li>• Students are only placed in lower sets if their NVR score is below 85 – indicating a moderately low score.</li> </ul>



							<ul style="list-style-type: none"> <li>Evidence from staff walkthrough demonstrate that support staff are effectively used within the classroom.</li> </ul>
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 co-ordinator. To work under the guidance and support of the EAL coordinator	Weekly support and guidance from the EAL co-ordinator	<p><b>Aim</b> 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</p>	<ul style="list-style-type: none"> <li>100% have made progress in relation to their NASSEA Step on arrival.</li> <li>100% of these students have increased their proficiency in English codes from A to B or above.</li> <li>All 4 students, learning EAL, in Yr 9 are on target to achieve a Level 1 pass in their BTEC Health and Social Care Award.</li> <li>All 5 students, learning EAL, in Yr 10 are on target to achieve a Level 1 pass in their BTEC Health and Social Care Award.</li> </ul> <p><b>May / June 2018</b> Remains as above – All students passed their recent June - Mock exam with L1P or L1M awards.</p>
Continuation in the use of Doodle	£1,500	Continued	All Year 7 students during English lessons	Student's literacy levels improve. Ability to access the curriculum is greater. Students love of reading is increased	Deputy SENCo and Second in English. Assessments are incorporated within the programmes	<p><b>Aim</b> Student's literacy levels will increase and their ability to access the wider curriculum will improve. Evidenced by teacher assessments</p>	<ul style="list-style-type: none"> <li>Doodle used to suit class need.</li> <li>Book scrutiny shows it demonstrates grammatical awareness and to allow students to employ skills learnt</li> <li>staff are using this resource to aid starter activities for lower ability classes to raise the profile of SPAG</li> <li>Staff have also been employing peer marking review activities to address elements of SPAG that have been taught/revised through Doodle.</li> <li>Doodle has been used on a 1 / 2 weekly basis with a pre-set timetable to follow; however staff, this year, have adapted this to suit the needs of their classes and have been able to focus on elements they have identified as being SPAG weaknesses within their students marking.</li> <li>Moving forward, I believe Doodle work should remain within books; students can refer back to the work previously completed as a form of independent revision, it aids marking (as teachers can refer back to specific dates when specific focuses were discussed and set yellow box revision tasks) and finally it lightens teacher work load as all of the student's work is in one place</li> </ul>
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	<p><b>Aim</b> Reading and spelling ages to continue to increase so students RA is in line with their chronological age.</p>	<p><b>Year 7 – 33 students</b></p> <ul style="list-style-type: none"> <li>91% have improved their reading ages this academic year. Of these. 75% have improved by a year or more</li> </ul>



							<ul style="list-style-type: none"> <li>78.8% have improve their spelling ages this academic year. Of these: 51.5% have improved by a year or more.</li> </ul> <p><b>Year 8 – 31 students</b></p> <ul style="list-style-type: none"> <li>88% have improved their reading ages this academic year. Of these: 58% have improved by a year or more.</li> <li>93.5% have improve their spelling ages this academic year. Of these: 67% have improved by a year or more.</li> </ul> <p><b>Literacy</b></p> <p><b>Year 7 – 61 students in total</b></p> <ul style="list-style-type: none"> <li>73.8% (45) students have made progress from their starting point</li> <li>Of these 19 students are SEN</li> <li>68.4% (13) have made progress from their starting point</li> </ul> <p><b>Year 9 – 26 students in total</b></p> <ul style="list-style-type: none"> <li>61.5% (16) students have made progress from their starting point</li> <li>Of these 10 students are SEN</li> <li>40% (4) have made progress from their starting point</li> </ul>
LEXIA Intervention	£2,900	Continued	Targeted ICT programme to support Literacy skills x 4 sessions a week All year groups	Student’s literacy levels improve. Ability to access the curriculum is greater. Students now able to access LEXIA at home	DoL/TA in charge – LEXIA tracking documents, online	<b>Aim</b> Reading and spelling ages to continue to increase so students RA is in line with their chronological age. Students at risk of Dyslexia have a targeted intervention to support their need. In turn their ability to access the curriculum should improve.	<ul style="list-style-type: none"> <li>7 students have participated in the LEXIA tutor time. programme this academic year. 4 students being SEN.</li> <li>57.14% of the students in the group made progress in either reading, spelling or both.</li> <li>Out of the SEN students 100% of students improved their spelling age.</li> <li>Out of the SEN students 75% of the students improved their reading age.</li> <li>25% of SEN students went down in reading.</li> <li>57.14% of SEN student’s attendance was above 95%</li> </ul>
Staffing to support Quality First Teaching across the curriculum x 5 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.	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>Progress of SEND students across all areas below expected. Further investigations identify the following groups of students are not making expected progress;</p> <p><b>English</b></p> <ul style="list-style-type: none"> <li>Year 8 and 10 high ability SEN</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>Year 7 low ability</li> <li>Year 8 SEN students across the board</li> <li>Year 9 low and middle ability</li> <li>Year 10 middle ability</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Year 7 high ability</li> <li>Year 8 low and middle ability</li> <li>Year 9 low and high ability</li> <li>Year 10 middle and high ability</li> </ul>



							Going forward in the new academic year we will develop strategy alongside DoL to ensure these students are identified and support is allocated accordingly. This will run alongside the new RAP/referral strategy which is being developed
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	<b>Aim</b> Reading and spelling ages to continue to increase so students RA is in line with their chronological age.	<ul style="list-style-type: none"> <li>There are 90 students in years 7-11, having BRWP intervention, 1, 2, or 3 sessions each week with either a member of staff or a volunteer. 51 of these students are EAL. Their reading ages at the start ranged from 5.6, to 9.11 years.</li> <li>All of these students have made progress, from 2 to 12 book levels. They use the reciprocal reading strategies: Predicting, Clarifying, Questioning and Summarising which is successful at developing comprehension skills.</li> <li>55 students have already had their reading ages retested: 48 students' reading ages increased from 6 months to 6 years. 4 students' reading ages decreased from 5 months to 1 year 3 students' reading ages stayed the same.</li> </ul> <p><b>Update July 2018</b></p> <ul style="list-style-type: none"> <li>All students have now been retested. 95.5% (86 students) have increased their reading ages from 0.4 to 7.7 years</li> <li>4.5% (4 students) reading ages have either stayed the same or decreased by up to .11 months.</li> <li>Continuing to use reciprocal reading strategies: Predict; Clarify; Question; Summarise. This is very successful in developing comprehension skills.</li> <li>A letter to parents/carers informing them about the BRWP programme and sharing with them their child's reading targets and what we are doing to help them progress.</li> <li>Share success and next steps with parents/carers through postcards and phone calls home.</li> <li>Every student on the programme to have a dictionary (are we able to fund this???) to be kept with them at all times and brought to all sessions. Homework will be given to develop dictionary skills and understanding of vocabulary. Pro formas will be given to volunteers in order for them to support this.</li> <li>Lists to be sent to heads of year so that they are aware of who is on the BRWP programme.</li> <li>Use of sentence strips to develop use of conjunctions.</li> </ul>



							<ul style="list-style-type: none"> <li>Active listening cards using keywords/phrases from the text they are reading –pro formas given to volunteers.</li> <li>We currently have 17 experienced reading volunteers, most of whom have been with us for at least 4 of the 7 years that the BRWP programme has been running. We will continue to recruit in order to enable more students to benefit from the programme. A full training package will be given to these volunteers, including The Paired Reading Programme, Safeguarding and EAL information and strategies.</li> </ul>
Dyslexia screening	£300	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	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	<ul style="list-style-type: none"> <li>18 students and 1 member of staff have currently been screened for Dyslexia this academic year.</li> <li>6 out of the 18 students came back as at risk of Dyslexic tendencies.</li> </ul> <p><b>Moving forward</b></p> <ul style="list-style-type: none"> <li>We will continue to screen students as and when appropriate/advised of concerns from staff/parents/carers</li> </ul>
Additional staffing: to develop a pastoral model for SEN – mentoring, behaviour support, self esteem/anger management and BOOST group x 2 Level 3 TAs	£34,000	Continued	All year groups	Greater participation in lessons. Students accessing the curriculum. Attendance improved, exclusions reduced	DoL/SLT via half termly data analysis	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"> <li>Mediation used as a tool to resolve issues – 72 students involved in this to date. 16 of these being SEN students. Issues were resolved swiftly with positive outcomes. (no further issues)</li> <li>22 students this academic year accessing BOOST group in KS3.</li> <li>5 students took part in Year 7 transition BOOST group x 2 hours a day for 6 weeks</li> <li>40% (2 students) attendance remains above NA OF 94%</li> <li>1 student is now placed in the CHS due to anxiety and SEMH</li> <li>20% (1 student) behaviour points have slowed</li> <li>60% (3 students) achievement points have increased significantly</li> <li>1 student has received a FTE</li> </ul>
Anti-Bullying, Restorative Justice and behavior mentoring	£15,000	Continued	To work alongside the DoL in developing a system to ensure issues are addressed quickly and effectively. All year groups	Bullying and racist incidents are reduced. Evidence via college records. Students feel safe in school – PASS survey	DoL/HOY via termly analysis	<b>Aim</b> 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	<ul style="list-style-type: none"> <li>The number of bullying and racist incidents have declined. BI – from 10 (16/17) to 7 (17/18) reported incidents. RI – from 9 (16/17) to 7 (17/18) incidents reported with only 1 offenders for a BI but not of the same student.</li> <li>Mediation used as a tool to resolve issues – 74 students involved in this to date.</li> <li>15 students from all year groups and 2 staff trained as Anti Bullying Ambassadors by The Diana Award (26.4.18)</li> </ul>



							<p><b>Going forward</b></p> <ul style="list-style-type: none"> <li>MPE with the support of the ABA and 2 staff to drive the AB strategy forward</li> </ul>
Pastoral Administrator – employed full time and permanent	As above	Continued	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	Reduction in low level behaviours	DoL, Principal	Reduction in low level disruption and FTE, evidenced by RAISE online and college data/SEF	<p>The school’s behaviour for learning strategy is reducing the number of fixed term exclusions this academic year to date. This is due to the graduated response of the SSRR, LSRR and 2.30-4.30 provisions.</p> <p>Currently there have been 66 students excluded once or more, this academic year in comparison to 122 students by the end of the last academic year.</p> <p>47 SEN students have been excluded, including 13 repeat offenders in comparison to 64 students in 2016 - 17</p> <p>Within Year groups the following strategies have been implemented in order to reduce exclusions;</p> <ul style="list-style-type: none"> <li>Tutors are contacting parents/carers at an earlier stage for students who are consistently appearing on the daily behaviour report</li> <li>The implementation of Tutor, HoY and SLT report as soon as students begin to show signs of disengagement</li> <li>Parental meetings held by Tutor/Hoy/DoL</li> <li>Intervention groups focusing on boys achievement such as the Leicester Tigers Rugby Group, BOOST group for KS3 disengaged boys and targeted mentoring</li> </ul> <p>All students who are high profile in any area to be taken to the whole school referral panel</p> <p>We have now identified which year groups the issues lie in and need to act accordingly. This also correlates with the data from the SSRR, LSRR and 2.30 – 4.30 which shows PP boys are the groups of students we need to focus on more strategically going forward.</p>
Accelerated reader	£4000	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	<p><b>Aim</b></p> <p>Reading and spelling ages to continue to increase so students RA is in line with their chronological age.</p>	<p><b>No impact as member of staff responsible for this has been on maternity leave.</b></p>
Breakfast, break and lunch clubs	£2,000	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	HoY/HoF/SENCo Core subject teacher assessments	<p>Larger numbers of students accessing the clubs. Evidenced by extra curricula registers.</p> <p><b>Breakfast Club</b></p> <p>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</p> <p><b>Break/lunch clubs</b></p> <p>A calm and safe environment for the</p>	<ul style="list-style-type: none"> <li>Greater numbers of students accessing breakfast club. Open to all year groups. Currently 160 students have accessed breakfast club which is up from 55 students this time last year across all year groups. Numbers are higher during the winter for obvious reasons.</li> </ul>
Staffing costs	£8,000						





						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.	
Homework Club now running x 4 days per week	0	Continued	All year groups	Students make expected or better progress Gaps in learning reduce	SLT for extra curricula activities/SENCO	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	<ul style="list-style-type: none"> <li>Homework club is now open 4 days a week, Monday to Thursday from 2 days (16/17) This is to ensure all students have access to additional support/ICT as appropriate.</li> <li>Currently 96 students across all year groups have accessed homework club at least once, often more. C4's for homework are reducing.</li> <li>Homework club will be split into two venues for KS3 and KS4 going into the new academic year. 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.</li> <li>2621 homework DT's have been set this academic year. A slight rise on the last academic year (2446) however a greater emphasis on the importance of homework to support progress and learning.</li> </ul>
EAL Tutor Group	0	Continued	All year groups dependent on need	Students gain key language skills in order to be equipped to access a mainstream education	SENCo, EAL Coordinator	Improvement in language skills of all students	<ul style="list-style-type: none"> <li>7 students with initial NASSEA Step I in speaking, listening and writing have all achieved to Step 3 and above.</li> <li>Students are participating in a full curriculum and engaged in extracurricular activities.</li> <li>One Yr 11 student has now left the tutor group due to his academic achievement. Grade 2 in English Language and English Literature. Grade 2 in Maths Grade 2 in Science</li> </ul>
Literacy Tutor Group	£1000	Continued but with a changed focus	Year 7	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	DoL, Tutor and Deputy SENCo. Half termly TA data. Reading and spelling age data, NC levels	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>Tutor Intervention- 18 students</p> <ul style="list-style-type: none"> <li>Changed half way through the year to nurture tutor group with a focus on organisation, attendance and homework.</li> <li>Average attendance for both 7A and 7B was 92.89%. Students below 95% had focused tutoring, parental meetings, re-engagement trips and involvement with the EWO.</li> <li>Rewards for both groups is 8,791.</li> <li>Consequences for both groups is 4,024. Consequences were for various reasons</li> </ul>



# NEW COLLEGE LEICESTER

							<p>such as lack of equipment, homework or behaviour. These students received focused tutor mentoring, parental meetings, placed and report and were consistently monitored throughout the academic year.</p> <p>Moving forward – 5 students remaining in the nurture tutor group and will act as buddies for the new year 7's</p>
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**TOTAL    £461,240**