

Brakenhale School Parent News

16th September 2016



Dear Parents/Carers

It has been a really exciting week for the school with a significant development in our plans for refurbishment. We met this week with a large team from the Education Funding Agency, project management advisers and architects to discuss the planned work for the site. Next week we have more advisers and engineers on site. Watch this space for news on the proposed plans!

Next week we have the rearranged visit of Nick Gibb the Secretary of State for Education and Dr Philip Lee our local MP. They are scheduled to be with us on Thursday 22nd from 2.30pm onwards. This is an excellent opportunity for us to show the outstanding progress Brakenhale has made and how our students are a total credit to us all.

Finally, please find attached the School Improvement Plan, which outlines our priorities and actions for the year ahead. I will update this every half term with progress made. Please do get in touch with me if you have any questions or queries.

Yours faithfully

Jane Coley
Headteacher

#challengeforall

Water

Although the hot weather has passed, it is still important that students remain hydrated throughout the day. Please could you ensure that your son/daughter has a water bottle in school every day. As of Monday 26th September unless there is a medical need, we will no longer be providing plastic cups for water during the school day. Not only is this very expensive, it is also very negative for the environment. We will of course continue to sell water in bottles at break and lunchtime and water will be available at both of these times for students to refill bottles.



Year 6 Open Evening for Parents and Students

We are looking forward to our Year 6 Open Evening for Parents and Students on Tuesday 20 September from 6.30pm to 8.30pm.

Prospective parents can also join us for Year 6 Tours from 9.15am to 10.45am between Thursday 22nd September and Wednesday 5th October inclusive by telephoning the school to book a place.

Advance Notice

Non-uniform day Friday 14th October

We will be having a non-school uniform day to raise money for two charities Genes for Jeans and Daisy's Dream both charities are linked to work we have done with students in the school and we would love to give something back to both of them – more details to follow.



Parents Zone – Student Contact Information

Please ensure that you keep the school updated with any changes to your contact details, in particular email addresses and mobile phone numbers.

We use schoolcomms messages to keep you updated on information regarding your students, if for any reason you are not receiving our messages, please call the school office and we will be happy help.

If we do not hold any email contacts for you this will result in a delay to you receiving messages as paper copies will need to be sent home by post.

Parent Zone - School Gateway App

Please see our website for information on downloading the School Gateway App. This App provides you with the opportunity to be able to view your child's achievements and check their weekly timetable.

Schoolgateway

If you have any problems accessing information, please do not hesitate to contact the school office.

More information is available on <http://brakenhale.co.uk/pastoral-support/parent-zone/>

Parent Zone – Biometrics



We use fingerprint scanning at school as a safe a secure way for students to take their books from the library and to purchase their food from the canteen.

If your child has not had their fingerprint taken, they can do this take by going to the Library during break or lunchtimes. They will need to have the consent form completed and signed before the fingerprints can be taken, which you can find on our website.

More information is available on <http://brakenhale.co.uk/pastoral-support/parent-zone/>

Parent Zone – School Dining Hall

The School Dining Hall is open daily for all students from 7.30-8.30am for breakfast food which includes:

- Fresh Fruit / Yoghurts / Cereal / Bacon or Sausage Rolls / Danish Pastries

Other opening times include:

- 11.00 – 11.25 Break-time – an outside cart is also stationed in the playground
- 1.30 Lunch-time
- 3.05 Any unsold food may be purchased at half price

The cost of a hot school meal is £2.20, which includes either a drink or a pudding. A selection of sandwiches, pizza slices, salad and pasta are also available daily.

More information and weekly menus are available on <http://brakenhale.co.uk/pastoral-support/parent-zone/>

School Menu Week 1					School Menu Week 2					School Menu Week 3				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Chef's Soup Of The Day With Homemade Bread (F)	Chef's Soup Of The Day With Homemade Bread (F)	Chef's Soup Of The Day With Homemade Bread (F)	Chef's Soup Of The Day With Homemade Bread (F)	Chef's Soup Of The Day With Homemade Bread (F)	Chef's Soup Of The Day With Homemade Bread (F)	Chef's Soup Of The Day With Homemade Bread (F)	Chef's Soup Of The Day With Homemade Bread (F)	Chef's Soup Of The Day With Homemade Bread (F)	Chef's Soup Of The Day With Homemade Bread (F)	Chef's Soup Of The Day With Homemade Bread (F)	Chef's Soup Of The Day With Homemade Bread (F)	Chef's Soup Of The Day With Homemade Bread (F)	Chef's Soup Of The Day With Homemade Bread (F)	Chef's Soup Of The Day With Homemade Bread (F)
Homemade Cottage Pie (F)	Ruby Tenderloin... Wilted Chicken (F)	Succulent Honey Mustard Chicken (F)	Beef & Potato Casserole (F)	Orange-Rose Glazed Pork Chops (F)	Camembert Soufflé, Grilled Potatoes (F)	Chicken Korma (F)	Roast Citrus Chicken (F)	Beef, Peppers And Sweetcorn Pasta (F)	Chip Shop Battered Fish & Chips (F)	Wild Bird Stew & Sour Vegetables (F)	Chicken Puff Pie (F)	Slow Roast Pork (F)	Pastry Reducers (F)	Lentils & Onions (F)
Served With Peas & Gravy (F)	Roasted Potatoes (F)	Roasted Potatoes (F)	Roasted Potatoes (F)	Roasted Potatoes (F)	Roasted Potatoes (F)	Roasted Potatoes (F)	Roasted Potatoes (F)	Roasted Potatoes (F)	Roasted Potatoes (F)	Roasted Potatoes (F)	Roasted Potatoes (F)	Roasted Potatoes (F)	Roasted Potatoes (F)	Roasted Potatoes (F)
Hotchpot Sweet Lentils & Peppers (F)	Vegetarian Burgers (F)	Vegetarian Burgers (F)	Vegetarian Burgers (F)	Vegetarian Burgers (F)	Vegetarian Burgers (F)	Vegetarian Burgers (F)	Vegetarian Burgers (F)	Vegetarian Burgers (F)	Vegetarian Burgers (F)	Vegetarian Burgers (F)	Vegetarian Burgers (F)	Vegetarian Burgers (F)	Vegetarian Burgers (F)	Vegetarian Burgers (F)
Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)
Jackpot Pasta/Pasta (F)	Jackpot Pasta/Pasta (F)	Jackpot Pasta/Pasta (F)	Jackpot Pasta/Pasta (F)	Jackpot Pasta/Pasta (F)	Jackpot Pasta/Pasta (F)	Jackpot Pasta/Pasta (F)	Jackpot Pasta/Pasta (F)	Jackpot Pasta/Pasta (F)	Jackpot Pasta/Pasta (F)	Jackpot Pasta/Pasta (F)	Jackpot Pasta/Pasta (F)	Jackpot Pasta/Pasta (F)	Jackpot Pasta/Pasta (F)	Jackpot Pasta/Pasta (F)
Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)
Fruit Jellies/Yoghurt (F)	Fruit Jellies/Yoghurt (F)	Fruit Jellies/Yoghurt (F)	Fruit Jellies/Yoghurt (F)	Fruit Jellies/Yoghurt (F)	Fruit Jellies/Yoghurt (F)	Fruit Jellies/Yoghurt (F)	Fruit Jellies/Yoghurt (F)	Fruit Jellies/Yoghurt (F)	Fruit Jellies/Yoghurt (F)	Fruit Jellies/Yoghurt (F)	Fruit Jellies/Yoghurt (F)	Fruit Jellies/Yoghurt (F)	Fruit Jellies/Yoghurt (F)	Fruit Jellies/Yoghurt (F)
Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)	Served With Peas & Gravy (F)
Ultimate Cake Served With Toffee Sauce (F)	Apple Pie Served With Custard (F)	Apple Pie Served With Custard (F)	Apple Pie Served With Custard (F)	Apple Pie Served With Custard (F)	Apple Pie Served With Custard (F)	Apple Pie Served With Custard (F)	Apple Pie Served With Custard (F)	Apple Pie Served With Custard (F)	Apple Pie Served With Custard (F)	Apple Pie Served With Custard (F)	Apple Pie Served With Custard (F)	Apple Pie Served With Custard (F)	Apple Pie Served With Custard (F)	Apple Pie Served With Custard (F)
Available for vegetarians (F)	Available for vegetarians (F)	Available for vegetarians (F)	Available for vegetarians (F)	Available for vegetarians (F)	Available for vegetarians (F)	Available for vegetarians (F)	Available for vegetarians (F)	Available for vegetarians (F)	Available for vegetarians (F)	Available for vegetarians (F)	Available for vegetarians (F)	Available for vegetarians (F)	Available for vegetarians (F)	Available for vegetarians (F)

There are 3 weekly menus which are rotated in order, starting with Week 1 for the first week of the autumn term (Monday 5th September).

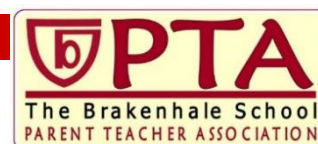
Parent Zone – Parent Pay

ParentPay is the easiest way to make payments for your son/daughter's lunch money and any trips your child will be attending. If you do not currently have a login for ParentPay, please contact the school office who will be able issue you with details. If you are experiencing any problems with your account, please contact us.

Please ensure that sufficient money is added to your child's dinner money account to enable them to purchase their food.



PTA



PTA Upcoming Events:

- PTA Meeting: Tuesday 4th October
- PTA AGM: Tuesday 1st November, followed by the monthly meeting
- Christmas Market: Thursday 24th November
- PTA Meeting: Tuesday 6th December

PTA Committee

Diary Dates

Monday 19 th September	Student Finance talk for Year 13 students at 2pm and for Parents at 6pm
Tuesday 20 th September	Early closing for students at 1.05pm Year 6 Open Evening for Parents and Students from 6.30pm
Wednesday 21 st September	Late start for students: Registration at 9.40am
Thursday 22 nd September to Wednesday 5 th October	School Tours 9.15 to 10.45am
Thursday 26 th September	HPV Injections for Year 8 Girls Visit by Nick Gibb, Secretary of State for Education and Dr Philip Lee MP
Monday 26 th September	Sixth Form Mocks start
Tuesday 27 th September	Year 11 Geography Fieldwork Trip (tbc)
W/C Monday 3 rd October	SEN Dyslexia Awareness Week
Friday 14 th October	Non-Uniform Day for Jeans for Genes and Daisy's Dream

Term Dates 2016-17

Inset Days: *Thursday 1st and Friday 2nd September 2016*
 Monday 19th and Tuesday 20th December 2016
 Tuesday 18th April 2017

AUTUMN TERM 2016

Monday 5th September – Friday
16th December 2016

Monday 19th and Tuesday 20th
December 2016 **Inset Days**

Autumn Half Term - Monday 24th
to Friday 28th October 2016

**Christmas Holiday: Wednesday
21st December 2016 to Tuesday
3rd January 2017**

SPRING TERM 2017

Wednesday 4th January – Friday
31st March 2017

Spring Half Term - Monday 13th to
Friday 17th February 2017

**Spring Holiday: Monday 3rd April
to Monday 17th April 2017**

*(Good Friday 14th April, Easter
Monday 17th April)*

SUMMER TERM 2017

Tuesday 18th April **Inset Day**
Wednesday 19th April – Friday 21st
July 2017

Summer Half Term - Monday 29th
May to Friday 2nd June 2017

Bracknell Forest term dates can be found on their website:
<http://www.bracknell-forest.gov.uk/schooltermandholidaydates>

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This improvement plan highlights key actions following the OFSTED inspection and subsequent monitoring visits and links specific Trust support to these areas. There are a wealth of other activities and support mechanisms (e.g. finance, HR, raising attainment, early intervention) that the Trust will support immediately. In addition to this improvement plan, each sub section is also broken down in detail to promote activity and impact from the stakeholders within the school. The Greenshaw Learning Trust Executive Head of Secondary Improvement (EHSI) will meet with the Headteacher (and leadership team where appropriate) to monitor this improvement plan and provide regular updates to the local governing body and Trust. In addition, the EHSI will identify direct support from Trust Managers to ensure the improvements are rapid and sustained over time.

	Priority	Actions	Outcomes
Teaching, Learning & Support	<p>Marking and feedback must be in line with the school's policy to ensure that students are provided with targeted feedback that leads to clear student progress at all key stages.</p> <p>(LBV)</p>	<ol style="list-style-type: none"> 1) All staff feedback to learners' line with the whole school feedback policy. 2) Feedback is referenced in every Climate Check and Formal Observation. Quality assured by HoY/SLT work scrutiny and Book Look week. 3) Feedback is a standing item on Line management meeting agenda. 4) Feedback is the focus of Performance Appraisal Objective A. 	<ul style="list-style-type: none"> ● Work sampling illustrates targeted feedback that allows for clear progression in subject skills at all key stages. <i>By July 2017 all work sampling will have evidence that teachers are meeting the school and department marking and feedback policy.</i> ● Book Look and parental surveys illustrate an improvement in parents' and students' views regarding the quality and regularity of feedback. <i>One Book Look per year group with a minimum of 80% satisfaction from parents after each survey point.</i> ● There is clear evidence that teachers' feedback is having a positive impact on student progress. <i>On going throughout the year, AP data, Book Looks and Lesson Obs shows the majority of students at all Key Stages are making progress. The OTAA will show an improvement under marking and feedback compared to 2015-2016 figures. July 2017.</i> ● Middle leaders take ownership of monitoring of feedback within their own departments. <i>Termly reviews of the Department Development Plan to show staff are meeting and/or supported in meeting department marking policy.</i>
	<p>The KS3 curriculum is rigorous and fully prepares pupils to be KS4 ready.</p> <p>(PGI)</p>	<ol style="list-style-type: none"> 1) Develop and embed the monitoring and tracking system for KS3, including a mid-year review of the new system. 2) Building on the success of last year organise events to include parent's evenings, face to face meetings and online forums for all KS3 year groups to outline the changes to curriculum and assessment. 3) Re-write KS3 in line with the new KS2 and KS4 curriculum to include opportunities for the development of independent learning and memory skills, extending writing. 	<ul style="list-style-type: none"> ● An effective KS3 tracking system that feeds into the new GCSE grades. <i>AP points to have robust data for KS3 and this is used to hold HOY to account for progress in KS3. Fully embedded practise by Jan 17.</i> ● All parents and students understanding the new curriculum and assessment models as evidenced by parent and student voice. <i>Information evenings and leaflets to be provided to all parents and an assembly to be provided to students. All evenings to be completed by October half term. Targeted parent survey shows at least 85% satisfaction.</i>

			<ul style="list-style-type: none"> All middle leaders will ensure that SoLs are in place to support the new KS3 and KS4 curriculum. These Schemes of Learning will provide in depth guidance to teachers about content and assessment. All in place and monitored by PGI Jan 17.
	<p>Homework is consistent and meaningful.</p> <p>(GPO)</p>	<ol style="list-style-type: none"> On average, pupils will receive homework once every 3 lessons in KS3 and once a week at KS4 per GCSE. Homework will be monitored through work sampling (pupils will label all homework) and through tutors checking planners. 	<ul style="list-style-type: none"> Homework will be set in line with school policy. <i>Each calendared work sampling point to provide evidence of regular homework set in each department.</i> There will be a significant improvement in parental views regarding homework as evidenced through parental surveys and Book Looks. <i>A minimum of 80% satisfaction in parent surveys at each survey point in the year.</i>
	<p>Embed new SoL at KS4 and Post-16 in line with new specifications.</p> <p>(SLT dept line managers)</p>	<ol style="list-style-type: none"> Produce SoLs for the KS4 and Post-16 curriculum areas to include opportunities for the development of independent learning and memory skills, extending writing. 	<ul style="list-style-type: none"> All middle leaders will ensure that SoLs are in place to support the new KS3 and KS4 curriculum. <i>Line Management meeting minutes evidence SOLs in place by July 2017.</i>
Personal Development, Behaviour & Welfare	<p>5. All staff manage behaviour effectively in lessons consistently upholding the school’s behaviour policy, resulting in a focused environment which supports students’ progress at all key stages.</p> <p>(AHA)</p>	<ol style="list-style-type: none"> All staff follow the school’s behaviour and uniform policy consistently. 	<ul style="list-style-type: none"> FTE numbers are significantly reduced. <i>Termly evidence of a reduction of first time offenders compared to 2015-2016.</i> Formal Observations and Climate Checks. <i>OTAA reports show at least good or outstanding under the Behaviour for Learning category for a minimum of 80% of observation opportunities.</i> Stakeholders are aware of an improvement in behaviour across the school. <i>Stakeholder surveys illustrate an increased satisfaction in behaviour across the school compared to 2015/2016.</i>
	<p>Attendance is at least in line with national average.</p> <p>(AHA)</p>	<ol style="list-style-type: none"> Attendance and punctuality to school and lessons is monitored and strategies put in place to improve where this falls below national targets. Capacity is increased to analyse and publicise attendance data. Governors’ attendance panel is set up to scrutinise individual cases. HOYs and AHOYs celebrate positive attendance and intervene to improve attendance where necessary. To work with external agencies to reduce persistent absenteeism. 	<ul style="list-style-type: none"> Attendance is improved and in line with national average. <i>All year groups show at least an improvement compared to 2015/2016 with the figure of 95% being used as our benchmark for all year groups.</i>

<p>To improve and fully embed rewards system, including Vivos.</p> <p>(AHA)</p>	<ol style="list-style-type: none"> 1) Appoint a senior middle leader to develop reward system across the school. 2) To integrate reward system into AP grade reports. 	<ul style="list-style-type: none"> ● Increased and consistent use of Vivos to reward good behaviour and effort. <i>Analysis of Vivo rewards shows the Vivos are being awarded consistently across all departments and year groups.</i> ● Development of the House system outside of the Sporting Events and Vivo system. <i>Increased number of school events throughout the year.</i>
<p>To improve Parental engagement with the school vision and ethos.</p> <p>(JCO)</p>	<ol style="list-style-type: none"> 1) Continue the use of school comms by the school and middle leaders to share key messages. Increase the engagement with school comms to reach at least 90% of all parents. 2) Annual HoY key date letter alongside termly HoY contribution to Headteacher’s Newsletter highlighting key dates for parental engagement. 3) Trial a Head Teacher’s focus group each half term and feedback the findings through Parent News. 	<ul style="list-style-type: none"> ● Improved attendance at parents evenings. <i>Increase to at least 80% at each parents evening across the year.</i> ● Increased sign up for School Comms. <i>Increase to 85% by Jan 2017 and 90% by April 2017.</i> ● Improvement of parental perception regarding school-home communication and a feeling that their views are taken into account, as evidenced in the parental survey. <i>A minimum of 90% of parents respond positively to target questioning in parental survey.</i>
<p>To embed a targeted and effective formal PSHE programme which supports our young people in becoming active participants in modern society.</p> <p>(GPO)</p>	<ol style="list-style-type: none"> 1) To create dedicated curriculum time for the teaching of PSHE. 2) The creation of a robust Programme and SoL that all staff can access and use to plan and teach high quality lessons PSHE, as evidenced by formal observations and climate checks. 	<ul style="list-style-type: none"> ● A reduction in all year groups of discriminatory incidents, misuse of social media, including sexually inappropriate communication <i>compared to 2015-16 by July 2017.</i>

Leadership & Management	<p>Develop an increased effectiveness and capacity of all middle leaders, both pastoral and curriculum, to raise standards and improve outcomes.</p> <p>JCO – Point 1 GPO – Point 2 SLT line managers – Point 3/6 AHA/PGI – Point 4/5</p>	<ol style="list-style-type: none"> 1) Personalised Middle Leadership training programme every 6 weeks led by external leadership consultant. 2) Middle leaders to plan and follow a structured monitoring plan to understand and reflect on standards of teaching and learning in their department. 3) All middle leaders to write a development plan which will be linked to the whole school development plan and be linked to the outcomes of their department. 4) Calendared Raising Standards Meetings to hold middle and senior leaders to account for department results and to implement support as required 5) Bi half termly SLT Raising Standard Leaders meetings KS4 and Post 16. 6) Regular minuted SLT line management meetings at least fortnightly. 	<ul style="list-style-type: none"> ● An increased ability of middle leaders to be effective in their roles, including raising standards and effectively leading staff. <i>Appropriate and evidence based feedback to be provided for the mid-term PA reviews (Feb 2017) illustrating accurate understanding of staff needs and clear following of CPD and support procedures.</i> ● Governors are able to access and or are continuously updated on and interpret data so remain fully aware of students’ achievement. <i>Each FGB to evidence SLT presentation of robust data which when challenged is explained and acted upon.</i> ● Middle and senior leaders show a clear understanding of data and an ability to use effectively in order to effect change in the classroom to ensure pupil progress at all key stages. <i>There is a reduction at each AP point in errors made so that robust checking is evident by August 2017 final results compared to last AP predictions show at least 80% accuracy.</i>
	<p>Embed the new staffing structure by retaining high quality staff through maintaining high morale and staff well-being.</p> <p>(JCO)</p>	<ol style="list-style-type: none"> 1) Continual professional development opportunities through initiatives such as associate roles at senior and middle levels. 2) Bi-annual staff survey conducted and areas of dissatisfaction to be addressed. 3) Termly staff social events. 4) Recognition of staff who have gone above and beyond through the Brakenhale heroes board. 5) Continue with the weekly staff briefing raffle. 	<ul style="list-style-type: none"> ● Retention of high quality staff. <i>July 2017 a reduction by 25% of staff turnover and core departments fully staffed with specialists.</i> ● Staff survey to reveal high levels of satisfaction in all areas. <i>Spring Term 2016 and Summer Term 2017.</i>
	<p>To continue the trend of a full PAN in Year 7 and increasing roll in other year groups.</p> <p>(JCO)</p>	<ol style="list-style-type: none"> 1) To continue to embed the following: <ul style="list-style-type: none"> ● High expectations and Challenge in all areas of the school leading to improved teaching and pupil outcomes. ● Positive relationships between school and the local community. ● Build close relationships with local feeder schools eg, playing a key role in the primary school cluster group , teaching masterclasses in key subject areas and hosting half-termly liaison meetings. 	<ul style="list-style-type: none"> ● Our PAN is filled in Year 7 2017 and the numbers in Years 8 and 9 increase through in-year admissions. <i>Indicative choices known Jan/Feb 2017, final numbers April/May 2017.</i>

	<p>Excellent outcomes (To be completed after Aug 2016 results)</p>	<p>1) To monitor all aspect of the SIP on a monthly basis to ensure all actions are undertaken in order to achieve success against each of the outcomes in this section.</p>	<ul style="list-style-type: none"> ● KS4: Progress 8 is positive with a minimum of +0.3 ● KS4: Attainment 8 is at least a grade 5. ● KS4: Percentage of students achieving grade 4+ in Maths and English is 65%. ● Post-16: Alps 3 for academic. ● Post-16: Alps 3 or higher for BTEC. ● Post-16: Resit Maths and English result are at least in line with or exceed national averages.
<p>Outcomes for Pupils</p>	<p>To close the gap in progress made for the following groups: disadvantaged, SEN, more able and boys.</p> <p>PGI – Points 1-3/8 LBA – Point 4/6/7 AHA/PGI – Point 5</p>	<ol style="list-style-type: none"> 1) To appoint a PP champion to oversee the plans and progress of PP students 2) To develop regular meetings for KS3 and 4 year team leaders along with PP coordinator and SLT i/c PP to monitor and evaluate the progress of PP students. 3) Identification and raising awareness of former PP students at Post-16. 4) Nominate a UPR3 holder to lead on strategies to motivate and engage underachieving boys. 5) Raising standards meetings to have an increased focus on targeted vulnerable groups. 6) To induct a new SENCO, Access Arrangement, and Higher Ability Coordinator. 7) Develop strategies and interventions to support SEN pupils. 8) To develop a PP tracking sheet to illustrate actions and impacts 	<ul style="list-style-type: none"> ● Clear systems and lines of accountability have been developed to ensure that all pupils in the targeted vulnerable groups are making expected progress with some exceeding expectations. Performance of PP students will be in line with non PP for both raw and progress data. Introduced by end of Sept 16. ● Appropriate interventions are monitored and having a clear impact on raising achievement of vulnerable group pupils. Evidenced by AP data showing a reduction at each AP point in the differential between groups.

16-19 Study Programmes	<p>To increase student leadership opportunities.</p> <p>(AHA)</p>	<ol style="list-style-type: none"> 1) All year 12 students be required to engage in community service – in and out of school, monitored by Post 16 curriculum assistant. 2) Develop the role of House Captains in representing each House and leading student involvement. 3) Embedding the Head Boy and Head Girl roles through governing body and School Council. 	<ul style="list-style-type: none"> ● Wider involvement in the whole school community leading to improved transferable skills and experiences preparing the students for the world of work and Higher Education. Enrichment tracking shows 90% of students have been involved in supporting the wider school community by the end of Spring Term 2017. ● Increased numbers of applicants for Head Boy and Head Girl roles compared to 2015-2016.
	<p>To raise aspiration and ambition in their end of Post-16 destinations.</p> <p>(AHA)</p>	<ol style="list-style-type: none"> 1) Raising awareness of opportunities through an improved programme of PSHE. 2) Use of Unifrog throughout Sixth Form. 3) Personalised communication of employment and educational opportunities. 4) Developing a program of assemblies, external speakers, visits and work experience and to systematically track pupil involvement. 5) To develop the role of Post-16 form tutor. 	<ul style="list-style-type: none"> ● No NEET students. ● A greater number of applicants to Russell Group universities compared to previous years. ● A greater number of recognised apprenticeships applied for compared to previous years. ● A greater understanding and awareness of the aspirations and needs of the Post-16 cohort by taking a skills audit of students in Year 12 the Autumn term 2016 and using this to create individual tutor plans-ongoing
	<p>To develop the Post-16 curriculum to include L2 courses.</p> <p>(PGI/AHA)</p>	<ol style="list-style-type: none"> 1) Research the appropriate qualifications for level 2 16-19 study. 2) Research the target market for courses. 3) Develop a curriculum that meets the needs of future cohorts. 4) Promote and advertise the enhanced 16-19 provision. 	<ul style="list-style-type: none"> ● Applicant numbers will be sufficient for a successful launch of L2 courses in Sept 2017.