

Kingsway Park High School - Pupil Premium School Action Plan 2019/2020.

Kingsway Park High School have a high proportion of Pupil Premium students. As a consequence most of the provisions contained within this plan are offered to all students but we ensure that Pupil Premium students are targeted to ensure they receive the maximum support available according to their individual needs. At present there are 596 students eligible for Pupil Premium funding which equates to 48.6% of the students currently on role. The level of Pupil Premium funding is currently £935 per student.

1. Summary Information – School's Pupil Premium Profile										
Academic year	2019/2020		Total PP budget	£ 564 740		Date of most recent PP review	February 2019			
On role	1227 (8 th Jan 2020)		Eligible PP students	596 (48.6%)		Date of next internal PP review				
Year 7	119 (47%)		Year 8	111 (42%)		Year 9	129 (55%)		Year 10	111 (47%)
Year 11	126 (53%)									
Plan authorised by	Deborah Ball		Pupil premium lead	Aaron Johnson		Governor lead	Katy Koaker			

2. Attainment and Progress													
Attainment	2017 (Total 170 PP 92 NPP 78)				2018 (Total 206 PP 109 NPP 97)				2019 (Total 217 PP 133 NPP 86)				
	PP	NPP	GAP	Nat Other	PP	NPP	GAP	Nat Other	PP	NPP	GAP	Nat Other	
Average KS2 start point (actual)	4.31	4.28	+0.03		4.53	4.63	-0.10		4.42	4.79	-0.37		
Average 'Attainment 8' Grade	3.15	3.43	-0.28	4.9	3.53	4.36	-0.83	5.0	3.39	4.69	-1.30	5.0	
% Attaining Grade 4+ English	46.7	48.7	-2.0		60.6	77.3	-16.7		51.1	77.1	-26.0		
% Attaining Grade 5+ English	29.3	32.1	-2.8		44.0	54.6	-10.6		30.5	67.5	-37.0		
% Attaining Grade 7+ English	6.5	9.0	-2.5		5.5	16.5	-11.0		9.2	27.7	-18.5		
% Attaining Grade 4+ Maths	41.3	48.7	-7.4		43.1	66.0	-22.9		42.0	67.5	-25.5		
% Attaining Grade 5+ Maths	16.3	24.4	-8.1		28.4	35.1	-6.7		21.4	51.8	-30.4		
% Attaining Grade 7+ Maths	6.5	7.7	-1.2		7.3	6.2	+1.1		6.1	12.0	-5.9		
% Attaining Grade 4+ Eng/Maths	34.8	35.9	-1.1		40.4	59.8	-16.7		33.6	61.4	-27.8		
% Attaining Grade 5+ Eng/Maths	13.0	17.9	-4.9		24.8	27.8	-3.0		13.0	47.0	-34.0		
% Attaining Grade 7+ Eng/Maths	1.1	5.1	-4.0		2.8	4.1	-1.3		3.8	7.2	-3.4		
Progress	2017				2018				2019				
	PP	NPP	diff		PP	NPP	diff		PP	NPP	diff		
Progress 8 score average overall	-0.68	-0.60	-0.08		-0.50	+0.04	-0.54		-0.55	+0.03	-0.58		
Progress 8 Score English	-0.66	-0.41	-0.25		-0.45	+0.15	-0.60		-0.62	+0.25	-0.87		
Progress 8 Score Maths	-0.35	-0.13	-0.22		-0.59	+0.03	-0.62		-0.50	-0.23	-0.27		
Progress 8 Score Ebacc	-0.38	-0.13	-0.25		-0.41	+0.01	-0.42		-0.50	-0.01	-0.49		
Progress 8 Score Open	-1.05	-0.82	-0.23		-0.55	-0.01	-0.54		-0.70	+0.06	-0.76		

3. Barriers to outcomes (including students eligible for PP)	
In-school barriers (issues to be addressed in school, such as literacy skills, attitude to learning, punctuality).	
A.	Literacy and numeracy skills for students entering Year 7 from primary schools are low. Reading ages are poor and do not always catch-up.
B.	High attaining students do not make enough progress.
C.	Some students do not have access to the correct resources for course completion in upper school.

D.	Poor behaviour of some students impacts on their learning.
E.	Attendance and punctuality for some students.
F.	Significant numbers of International New Arrival (INA) students.
Out of school barriers (issues which also require action, such as home circumstances)	
H.	Home environment, for some students, is not conducive to them being able to revise or complete extended learning tasks.
I.	Aspirations, especially university ambition.
J.	Lack of parental engagement and support.

4. Outcomes		
Desired outcomes		Success criteria
A.	Improve attainment 8 (A8)	Improve overall A8 grade beyond 3.9. Improve PP A8 grade beyond 3.4 so that it is at least in line with national average (2017 – 2019 static at 3.6)
B.	Improve progress 8 (P8)	Improve PP P8 score so that it is at least -0.4 or above.
C.	High levels of progress in numeracy and literacy for identified Year 7 and 8 students through the use of early intervention strategies.	Students identified for early literacy intervention strategies show an 'average outcome' of 'more than expected' in Word Reading, Reading Comprehension and Spelling. Students will be tested at the beginning and end of each year using 'LUCID Exact' literacy screener. Students identified for extra numeracy lessons attain > 50% on termly assessments.
D.	Improved behaviour (reduced exclusion rates) and sustained high attendance figures across the school.	New behaviour policy is embedded, including use of Class Charts for positive and negative behaviours. Reduction of 20% in PP fixed term exclusions. Reduction in REFLECT attendance of 20%. Attendance rates > 95% for PP across whole school.
E.	Provide high quality centres that offer targeted support to various groups of identified students, including INA (ALPHA), SEND (SHINE) and those with social or emotional needs (KASEL).	Case studies for a small selection of students who receive support from these centres show attendance rates > 95% or an improving profile and average attitude to learning > 3 or an improving profile.
F.	Increase the aspirations of students.	ALL year 11 students have realistic, appropriate offers for post-16 provision before leaving Kingsway. NEET combined figures for years 12 and 13 remain below the Rochdale average ('Positive Steps' monthly report).

5. Planned Expenditure			
Section 1 – Progress & attainment			
Desired outcome	Action/intervention & rationale	Implementation & monitoring	Cost (£)
A B	Study support (Room 135) (LOZ & PBU) Provide a fully resourced, quiet area that supports self-study before school, during lunchtimes and after school until 4.30 pm.	<ul style="list-style-type: none"> Supervision provided at ALL opening times. Computers made available to support self-study (I.T. Services). 	£10,000
A B	Revision & exam preparation (CKO & LOZ) Provide opportunities for students to work and revise together at key times in the run up to GCSEs.	<ul style="list-style-type: none"> Key students identified from data drops and invited to revision schools and Saturday morning sessions (CLs). Accurate registers taken, daily phone calls made to ensure sessions are well attended (LOZ). Drop-down timetable produced, explained and distributed - utilise students time in school during exam season. 	£5,000
A B	Additional Core Teachers (ICA) Continue with extra bands created in identified year groups to allow for smaller class sizes and to add flexibility when setting students. Continue with timetabled Literacy and Numeracy lessons in Years 7 and 8 on a diminishing scale.	<ul style="list-style-type: none"> Every year group to have 3 bands in 19/20 timetable. Make up of bands and sets monitored following data-drops or in response to behaviours. Identified students follow a curriculum that includes extra Literacy and/or Numeracy lessons. Review setting following assessments and data drops. 	£100,000
A B	Developing Leaders (AJO, HSI, KSC, DKE & AKE) Track the academic progress and attitude to learning in core and EBacc subjects of students in years 7 to 10.	<ul style="list-style-type: none"> Analysis of academic and attitude to learning data completed following data collections. Intervention cohorts identified and distributed to core curriculum leaders and behaviour lead (follow Data Drop Action Plan). Impact of interventions monitored between data drops and report produced to review impact of interventions. Regular meetings attended with pastoral team to share analysis and strategies. 	£10,000
A B	Brilliant Boys (CKO) Track the academic progress and attitude to learning of PP students in KS4 and intervene where necessary.	<ul style="list-style-type: none"> Year 11 PP underachieving boys identified from data drops. Regular meetings take place between CKO, students and their parents/carers. Information shared, strategies discussed, targets set and regular review meetings take place where comments from teachers are discussed. Academic performance tracked through subsequent data drops and grade review results. 	£1000
A B	Resources & Materials (MDO & DBA) Set aside a sum of money for any materials or resources that aid students in the completion of their courses.	<ul style="list-style-type: none"> Finance record kept of any additional spending at request of Curriculum Leaders for additional resources such as reading books, revision guides, workbooks or equipment vital for course completion for PP students. Home/school tuition provided for students unable to access normal curriculum. 	£15,000
A B	SISRA (on-line data tracking system) Provide a robust central data system that allows in-depth analysis and tracking of individual students, key groups of students, subjects and whole school attainment.	<ul style="list-style-type: none"> Headline figures reported as well as patterns of underachievement to various stakeholders as and when required: Full Governing Body, SLT, Curriculum Leaders etc... PP students form part of this analysis (CKO). SISRA used following data drops for all year groups, to identify underachieving individual/cohorts of students, including PP. Information distributed to class teachers and 'Progress Analysis Grids' completed for ALL year groups in ALL subjects. Curriculum leaders & SLT identify students for interventions. 	£1,500
A	Literacy Strategies (JTO)	<ul style="list-style-type: none"> Create a senior leadership position that focuses upon the development of strategies to improve literacy. 	£10,000

<p>B C</p>	<p>Plan, implement and embed strategies that improve student's literacy across all year groups and raise the profile of literacy within the school. See 'Literacy – 2020 and beyond'</p>	<ul style="list-style-type: none"> • Current strategies researched, action plan created and shared with ALL staff as well as whole school training on disciplinary literacy. • Training delivered by JTO through department meetings on various aspects of the plan. • KS3 annual reading test (NGRT) funded and introduced and to track the progress of students' reading ages. Targets and interventions delivered for students who are below their chronological reading age. • 'Bedrock' delivered through English lessons, once a week, in years 7 and 8. Coordinated by SHM. 	
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5. Planned Expenditure

Section 2 – Targeted support

Desired outcome	Action/intervention & rationale	Monitoring & implementation	Cost (£)
<p>E A B D</p>	<p>KASEL Provision (MBA, EBA, KJE, CAY) Support students where social, emotional and mental health issues are proving to be a barrier to learning.</p> <p>Clinical Psychologist (BGA) Provide the school with a highly experienced professional who can work with students and staff alike who have immediate, high mental health concerns.</p> <p>Family Link Worker (SPE) Offer practical support to vulnerable parents/carers with a view to improving student's punctuality, attendance, engagement with school and academic progress.</p>	<ul style="list-style-type: none"> • 'Safeguarding Express Briefings' are delivered via whole school training or regular emails to ensure ALL staff are fully informed of current risks. • KASEL staff trained on 'current needs' either internally or through use of external providers. • Level of risk assessed for individual students and appropriate interventions assigned using 'Risk Response Framework'. Interventions recorded on Pastoral Tracker. • Relevant data monitored (My Concern, attendance, ATL, SIMS) to review/measure impact of interventions. • Caseload tracker updated daily. • Students identified as having high, immediate needs passed by gatekeepers (MBA, EBA) to BGA. • Individual assessment made using PACE as well as other approaches. Bespoke report produced containing hierarchy of recommended interventions. • Interventions put in place and impact monitored by gate keepers. • Meeting time allocated for staff who are experiencing mental health concerns. • Identified families (approximately 20) assessed for level of need and appropriate level of response applied. • Weekly referral/allocation meetings. • Regular meeting with parents/carers and students to identify barriers/review progress. At EHA level every 6 weeks. • Families access relevant benefits, uniform and foodbanks. • Designated person keeps overview of LAC students and PP+ up to date. 	<p>£100,000</p> <p>£12,000</p> <p>£35,000</p>
<p>E A B D</p>	<p>Alpha Centre (MME) Provide a facility/centre where INA students can be assessed regarding their English language starting points and subsequent acquisition of English.</p>	<ul style="list-style-type: none"> • Baseline assessments completed in English Language to identify correct proficiency code for INA students. • Personalised timetables created that include a blend of ALPHA and mainstream lessons (supported where necessary). • Intervention lessons delivered that develop speaking & listening and ensure rapid integration into mainstream. • Academic progress and well-being meetings happen regularly during tutor time. 	<p>£50,000</p>

E A B C D		<p>Bi-Lingual Teaching Assistant (PTR) Support INA students particularly those from to Czech Republic & Slovakia</p>	<ul style="list-style-type: none"> • Parental engagement sessions held to improve English speaking and writing levels for the whole family. • Assess English acquisition termly. • Regular communication with parents (phone calls, home visits, letters, meetings), to discuss concerns and inform/explain school matters. • Liaise with primary feeder schools. 	£16,000
		<p>SHINE Centre (NGR) Increase attainment of students who access SHINE.</p> <p>Improve literacy rates of students with low phonics, spelling and reading comprehension so that they progress towards age related expectations.</p> <p>Increase engagement of disaffected students, lower exclusion rates for SEND learners and increase emotional well-being of students with sensory overload</p>	<ul style="list-style-type: none"> • Extra lessons with specialist teacher (LHA) to improve GCSE English Lang for students unable to access GCSE English Lit. Entry level English also delivered to students at risk of attaining no grade in English Lang. • Every Year 11 students achieves a maths qualification. Specialist HLTA to plan, deliver and assess Entry Level Mathematics. • Targeted exam support for Year 11 students with dyslexic type difficulties delivered by specialist. • Identified students supported by Flight Path Mentors in ALL their subjects. • Individualised provisions for EHCP students planned, embedded and reviewed in consultation with students and parents/carers. Monitor attendance and progress of students with significant health care issues. • Nurture approach adopted with current school refusers and those identified at risk to improve attendance and engagement (JCA). • CBD (cognitive behaviour drama) approach used with identified students whose low self-esteem impacts their ability to engage in lessons (JCA). • Students with low phonics and spelling (from CAT4 and base-line) given access to IDL program. Assessed periodically to measure impact. • Students with average vocabulary but low reading scores (from Lucid Exact) do guided reading. On-going assessment at end of every book to monitor improvement. • Interventions put in place by Dyslexia specialist (VLO) for dyslexic learners with low literacy following completion of wave 2 interventions. Fortnightly meetings with students to monitor progress. • Behaviour plans put in place and targeted support given to identified SEND and disaffected students by Behaviour Mentor. Class charts points tracked, reviewed weekly and team meeting fortnightly to assess progress. • Information/strategies communicated to staff to minimise sensory overload incidents. • Lunchtime club provided for students with social difficulties to prevent anxiety prior to period 5. 	£20,000

5. Planned Expenditure

Section 3 – Other approaches (Opportunities, experiences, BfL, attendance & punctuality)

Desired outcome	Action/intervention & rationale	Monitoring & implementation	Cost (£)
A B F	<p>Vision Provide a comprehensive range of enrichment activities and experiences for all students with a view to improving their cultural capital and engagement.</p>	<ul style="list-style-type: none"> • Staffing structure includes extra capacity at senior leadership level as well as strand leaders for the planning, introduction and embedding of Vision. • Resources required for implementation of various strands are ordered and available in advance. 	£19,000 (£4K & £15K)

F	CEIAG (ICA, LOZ & PCL) Provide students with information and advice regarding further education and potential career paths.	<ul style="list-style-type: none"> • CEIAG age appropriate preparation activities for post-16 delivered to ALL students (see Careers Plan). To include 8 weeks college application program delivered by SLT through Vision. • 1:1 interviews held with KS4 students, priority given to LAC/SEN. All Year 11 students have secured realistic college or apprenticeship places. • SIMS tracker and 'Positive Steps' database of provisions kept current for all years. Intervene accordingly. • Re-introduce work experience for year 10 (LOZ). 	£40,000																								
D	External Agencies Provision (SCA & DCO) Provide alternative off site provision for some KS4 students who are disengaged with the standard curriculum. Use experiences to help improve attendance, punctuality, social skills, resilience and allow improved attainment in a limited number of subjects.	<ul style="list-style-type: none"> • Pastoral Tracker and Class Charts used to identify/track disengaged students. • Alternative provisions (Duke of Edinburgh, ACE vocational training, GRIP, Albany Trust, RTA) assigned and bespoke timetables created on a need basis. Regularly communicated to staff. <table border="1"> <thead> <tr> <th>Current Provision (Feb 2020)</th> <th>ALL</th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>ACE</td> <td>6</td> <td>5</td> <td>1</td> </tr> <tr> <td>RTA</td> <td>1</td> <td>1</td> <td>0</td> </tr> <tr> <td>NISAI</td> <td>2</td> <td>2</td> <td>0</td> </tr> <tr> <td>Albany Trust</td> <td>6</td> <td>3</td> <td>3</td> </tr> <tr> <td>GRIP</td> <td>12</td> <td>9</td> <td>3</td> </tr> </tbody> </table>	Current Provision (Feb 2020)	ALL	PP	NPP	ACE	6	5	1	RTA	1	1	0	NISAI	2	2	0	Albany Trust	6	3	3	GRIP	12	9	3	£50,000
Current Provision (Feb 2020)	ALL	PP	NPP																								
ACE	6	5	1																								
RTA	1	1	0																								
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D	School Uniform (JEA) Provide PP students with uniform in cases of emergency so that attendance is not affected.	<ul style="list-style-type: none"> • Systems in place to monitor uniform, spare stock available all the time. • Ensure PP students have correct uniform at all times (YMs). 	£8,000																								
D	Attendance Worker (JEA & SCA) Gate keeper to track attendance of ALL students.	<ul style="list-style-type: none"> • Assemblies and rewards used to promote importance of high attendance through assemblies. • Daily contact made with home of every absent student not accounted for. Home visits made for those who cannot be contacted from 1st day. • Attendance clinics for persistent offenders in the last week of every half term, targets set, tracked and reviewed – parents/carers made aware of National guidelines regarding court action. • Persistent absentees issued with fines. 	£16,600																								
D F	Music Tuition (SBK) Provide opportunities for students to learn a musical instrument, to make music with others and to learn to sing.	<ul style="list-style-type: none"> • Instrument lessons for guitar, violin, drums, piano & keyboard as well as voice coaching provided. 	£10,500																								
D	Reflect (JMO) Reduce the number of fixed term exclusions using an in-house exclusion unit.	<ul style="list-style-type: none"> • Referrals recorded on pastoral tracker, monitored by Year Managers, persistent attendees offered further interventions. • Repair meeting for every attendee logged. 	£30,000																								
D	Breakfast Club Ensure ALL students have access to a correct start to the day by making sure they have had breakfast and are in school on time.	<ul style="list-style-type: none"> • Toast, cereal and drinks available every day from 7.30 am. 	£3,000																								
D	Assistant Year Manager (DMcL) Provide additional pastoral support across ALL year groups.	<ul style="list-style-type: none"> • Support year managers in dealing with day to day pastoral issues. • Class Charts, NNs, attendance and punctuality data monitored daily, issues addressed. • Pastoral tracker updated regularly. 	£24,000																								

Deleted provisions from 2019/2020 plan

5. Planned Expenditure					
Section 1 – Progress & attainment					
Desired outcome	Action or intervention	Evidence and/or Rationale	QA – Ensuring it is implemented well	Cost (£)	Review
A	Study support (EBA)	Provide a fully resourced, quiet area that supports self-study during lunchtimes and after school until 4.30 pm.	<ul style="list-style-type: none"> Keep a record of regular attenders as well as intervention strategies delivered and track PP uptake (EBA). Deliver sessions on types of revision materials available and how to best use them (EBA & ECH). Liaise with Personal Tutors to encourage identified PP students to use AC (EBA). 	£10,000	Study support Scaled back due to EBA change in role and need for Aspiration Centre to be converted into a standard classroom due to increasing roll year on year. See 19/20 plan.
A	Revision & exam preparation (EBA & LOZ)	Provide opportunities for students to work and revise together at key times in the run up to GCSEs. Provide other forms of additional support for students.	<ul style="list-style-type: none"> Identify groups of PP students who are not accessing AC and deliver 'Revision Techniques' workshops (EBA). Deliver sessions such as '5 Ways to Well Being' and 'Organise Your Revision' to identified students (EBA). Keep record of interventions and make sure that identified PP students are given support (EBA). 	£5,000	Revision & exam preparation Scaled back due to EBA change in role and need for Aspiration Centre to be converted into a standard classroom due to increasing roll year on year. See 19/20 plan. Qualified teaching staff are now offering sessions at lunchtime and before school from 7.45am onwards.
A A	English Tutor (LGA, JTO, English Dept)	Provide intensive individual and small group tuition in English.	<ul style="list-style-type: none"> Identify students from 'Match Up' meetings who have potential of attaining grade 4+ and 5+. Deliver extra tuition outside of normal curriculum time (JTO, LGA). Liaise regularly with English teachers to identify which skills need extra focus on a personalised level (LGA & staff). Plan, deliver, assess, close the gap and once agreed record as complete on English Skills Tracker which identifies PP and NPP students (LGA). Support students in all set 2 classes for English Language, focusing on PP students (LGA). Following Grade Review 1 identify students for removal from non-examinable subjects. Deliver intervention in exam technique, approach and resilience to small focus groups (JTO & LGA). Track PP students and make sure they are equipped for their courses in English through use of VIVOS (LGA). Support identified students during period 7 (LGA). 	£30,000	English Tutor Removed due to the successful introduction of period 7 (now GCSE+). Intervention via removal from other curriculum areas no longer viable due to changes in key measures (A8 and P8) meant that the impact of the role was diminished. Qualified teachers now lead interventions at lunchtime, before school and as GCSE+ sessions.

A	Mathematics Tutor (JHA, CWE, Maths Dept)	Provide intensive individual and small group tuition in Mathematics.	<ul style="list-style-type: none"> Identify students from 'Match Up' meetings who have the potential of attaining grade 4+ and 5+. Deliver extra tuition outside of normal curriculum time (CWE & JHA). Liaise regularly with Maths teachers to identify topics that need extra focus on a personalised level (JHA & staff). Plan and deliver sessions that close the gap. Assess improvement and keep a tracker which records topics covered and success, student by student. Identify on the tracker PP and NPP students (JHA). Support students in all set 2 classes for Maths, focusing on PP students (JHA). Following Grade Review 1 identify students for removal from non-examinable subjects. Use QA to identify topics covered in intervention (CWE & JHA). Ensure PP students are equipped for their course in maths through use of VIVOS (Equipment, Revision Guides etc...) (JHA). Support identified PP students during period 7. Ensure good attendance (JHA). Identify cohorts of students for period 7 that are not needed by other subjects. Organise extra P7 sessions (JHA). 	£30,000	<p>Mathematics Tutor Removed due to the successful introduction of period 7 (now GCSE+). Intervention via removal from other curriculum areas no longer viable due to changes in key measures (A8 and P8) meant that the impact of the role was diminished.</p> <p>Qualified teachers now lead interventions at lunchtime, before school and as GCSE+ sessions.</p>
B	Mastery Classes (AJO)	Provide sessions that stretch and challenge more able year 7 and 8 students in English & mathematics with a view to improving grade 7-9 outcomes at KS4.	<ul style="list-style-type: none"> Use KS2 and CAT4 data to identify high ability year 7 and 8 students in English & mathematics (AJO) and disseminate to SHO and ISH. Provide extra sessions from start of spring term. 	£3,000	<p>Mastery Classes Removed due to poor attendance. The following numbers were invited in 18/19: Maths Yr7 – PP 8 (36%) NPP 14 (64%) English Yr7 – PP 10 (37%) NPP 17 (63%)</p>
B	ALA Diploma (ZAS, DWH, RRA, OWO)	Provide a school-run programme to raise the achievement and aspirations of year 8 (silver award) and year 9 (gold award) students. Course focuses upon students with higher prior attainment and promotes independence in readiness for further studies post 16.	<ul style="list-style-type: none"> Deliver 'ALA Launch Assembly', review and select students, from their applications, ensuring PP/NPP make up is representative and host a launch event (ZAS, DWH). ALA Diploma Team to meet fortnightly to review progress of portfolios and implement actions according to their specific roles. Track progress of students who have graduated to ensure they continue to make progress in years 10 and 11. Host a graduation ceremony at the end of the programme (gold award only). 	£4,000	<p>ALA Diploma Removed due to changes in roles and responsibility of leaders. The following numbers took part in 18/19: YR 8 – PP 21(44%) NPP 27 (56%) YR 9 – PP 10(48%) NPP 11 (52%)</p> <p>Vision lessons now give students experiences as well as the Lead by Aspiration programme.</p>
C	Reading Zone (MDO)	Provide students access to a wide range of reading material in order to encourage reading for pleasure.	<ul style="list-style-type: none"> Promote the Reading Zone through assemblies, visiting tutor groups and displaying on screens (MDO). 	£2,000	<p>Reading Zone Discontinued due to poor take up. It took place 3 times per week and on average 14 students per session (PP</p>

			<ul style="list-style-type: none"> • Track which students are accessing at lunchtimes, including PP students. Include reading ages on tracker and monitor improvement (MDO). • Reward attendance using Vivo. Year 7 reading record used to identify reward (MDO). • Organise book fairs that offer wide range of reading materials, available on Vivo. • Arrange visits to local/city libraries which include tasks for regular attendees (MDO). • Identify students according to reading need for 1to1 reading, comprehension questioning and review writing. Year 10 trained mentors facilitate. Track reading ages (MDO, NGR, KFO & KSM). 	<p>28%) turned up regularly, each student borrowed and read 5 books minimum. Scholastic Book Fair Book fairs will continue, £800 and £620 worth of books sold at fairs held. A copy of Macbeth was purchased at half price for all PP Year 10 students. PP helpers rewarded with free book.</p> <p>New literacy lead to champion READING across the whole school – see Literacy Strategies (JTO).</p>
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