



PUPIL PREMIUM AND SPORTS PREMIUM POLICY

Review 2019/20

| Description | |
|------------------------------|-------------------|
| The Principal of the academy | Roger Punton |
| The academic year | 2019 – 2020 |
| Acting Chair of Governors | Alastair Willcox |
| The Academy Name | Ark Kings Academy |

Annex 1a: Pupil premium strategy statement

| 1. Summary information | | | | | |
|-------------------------------|-----------------------------------|---|------------------------------------|---|---------------|
| School | Ark Kings Academy (Primary Phase) | | | | |
| Academic Year | 2019/20 | Total PP budget | £253,590 | Date of most recent PP Review | n/a |
| Total number of pupils | | Number of pupils eligible for PP 164 (76%) | To be updated after October census | Date for next internal review of this strategy | February 2020 |

The review of 2019/20 has comments where appropriate, when externally verified data is not available due to the impact of Covid 19.

| 1. Summary information | | | | | |
|------------------------|-------------------------------------|------------------------|----------|--------------------------------------|-----|
| School | Ark Kings Academy (Secondary Phase) | | | | |
| Academic Year | 2019/20 | Total PP budget | £396,290 | Date of most recent PP Review | n/a |

2. Planned expenditure (Primary Phase)

Academic year

2019/20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|--|---|--|---------------------|--------------------------------------|
| A. Raise standards across the primary phase in all areas of school life | <p>Additional leadership in primary with Deputy Headteacher and experienced Headteacher. (£90,000)</p> <p>Weekly release time and TLR payment Impact for the Maths and English Subject Leads (£9000)</p> <p>Staff professional development and purchase of appropriate resources to support all areas of the curriculum, and specifically to improve Reading. (£10,000)</p> | <p>Create additional leadership capacity in the primary phase to model the expectation of the academy</p> <p>Complete weekly work scrutiny alongside pupils to ensure appropriate support and challenge</p> <p>Complete weekly planning scrutiny and feedback to teachers before lessons start for the week</p> | <p>In school monitoring/ Ark monitoring/ daily walkthroughs to monitor the culture and ethos of the primary phase.</p> <p>Tracking of intervention sessions during pupil progress meetings</p> <p>Monitoring and evaluation cycle</p> <p>Daily walkthroughs, book sampling, data drops</p> <p>Line management meetings</p> <p>Weekly intervention learning walks</p> | <p>RP</p> <p>CB</p> | Ongoing |

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|--|--------------------|--|---------------------------------|----|--------------|
| | Two HLTA (£50,000) | Two HLTA to ensure pupils receive targeted intervention to accelerate progress | Monitoring and evaluation cycle | CB | January 2020 |
|--|--------------------|--|---------------------------------|----|--------------|

Impact

- No externally validated data available due to Covid-19.
- All classes on track to meeting and/or surpassing national average at the point of lockdown. Leaders know this through learning walks and pupil progress meetings.
- Subject leaders released to develop all-through progression maps, which outline knowledge and skills taught to children in each year group, in each subject. These are used as both planning and assessment tools.

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|---|--|---|------------------------|---|
| B. Improved reading ages across the primary phase. | Purchase of appropriate texts (£1000) | Pupils need exposure to rich texts and vocabulary in order to meet the expectations of the National Curriculum assessments | Reading work scrutiny, including Pupil Voice PUMA, PIRA, NGRT and SATs assessments | JT | January 2020 |
| <p><u>Impact</u></p> <p>Reading texts purchased for English and wider curriculum subjects. Unit-specific texts are accessible in central resource area and reading for pleasure texts are available for independent access by pupils in class reading corners. Baseline reading age assessments took place Autumn 2019. Follow-up reading age assessments did not take place due to Covid-19. Improved engagement in pupils’ reading logs following the introduction of new texts in the classroom – pupils write comments about the books they read, as well as write book reviews and create their own stories. These are celebrated in whole-school assemblies.</p> | | | | | |
| C. Improved outcomes in Year 6 to ensure secondary readiness | Headteacher and deputy headteachers teach daily intervention groups in year 6 Before and after school targeted interventions | Specialist teaching will ensure excellent subject knowledge so that pupils are appropriately supported and challenged Revision and intervention sessions will support pupils by consolidating learning and closing gaps. Pupils will feel well- prepared for national assessments. Revision guides to support pupils through SATs (£600) | Monitoring and evaluation cycle Going for Gold meetings RWM work scrutiny, including Pupil Voice In CAS, PIRA and SATs assessments | JT JT JT | January 2020 November 2019 December 2019 December 2019 |

Impact

- No externally validated data available due to Covid-19.
- Specialist teaching from headteacher and deputy headteachers commenced in September 2019 and ran to March 2020 (before lockdown). Administration of mock assessments show children felt well-prepared for national assessments. Access arrangements were in place for those children that required these.
- Before and after school interventions commenced Spring term 2020. 100% sign up of targeted children. Half term school took place in February – 95% take up of targeted children.

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| <p>D. Improved attendance rates and reduced persistent absence</p> | <p>New post of Student Support Manager focusing on Attendance (£40,000) Ensure all pupils are able to come to school and attend with the correct uniform (£2,000)</p> <p>Contribution to leasing school minibus for first day and safeguarding home visits, enrichment and sporting activities. (£3000)</p> <p>Contribution to General Assistant salary to accompany on home visits (£8000)</p> | <p>Pupils need to attend school every day in order to make progress</p> <p>Pupils with SEMH needs require additional support to raise their self- esteem so they feel confident to access the curriculum and challenge themselves</p> | <p>Attendance tracker and Spotlight records</p> <p>Pastoral plans, behaviour reports and behaviour tracker (number of PEX and FTEs)</p> | <p>RB</p> <p>TR</p> | <p>November 2019</p> <p>January 2020</p> |

Impact

- Student support manager completed local authority training on attendance Fast Track system in September 2019. This process has been implemented in primary to support improved attendance % - prior to lock down 96.4% attendance and 9.8 PA.
- Rigorous procedures in place for same day contact to follow up daily absences and home visits carried out when no phone contact is made. Attendance concerns are identified at the earliest opportunity and early help assessments are implemented to address barriers and provide support to all families ensuring they understand the importance of regular school attendance.
- Fines issued to parents choosing to take children out of school during term time – successful payment of fines x 4

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| <p>E. Improved character and personal development of students to ensure success in life, education and employment</p> | <p>Additional Student Support Manager focusing on Attendance and Behaviour (as above). Enrichment Activities (£12,000) Rewards (£2000)</p> | <p>Pupils need to attend school every day in order to make progress</p> <p>Pupils with SEMH needs require additional support to raise their self- esteem so they feel confident to access the curriculum and challenge themselves</p> <p>All pupils need to develop self-regulation skills and an understanding of the world around them in order to develop their personal, social and emotional skills. To raise aspirations with our pupils by exposing them to a wide range of enrichment activities and opportunities</p> | <p>Attendance tracker and Spotlight records</p> <p>Pastoral plans, behaviour reports and behaviour tracker (number of PEX and FTEs)</p> <p>Pupil Voice and learning walks</p> <p>Pupil and Parent Voice,</p> | <p>JT/ RB</p> <p>DG</p> <p>JT/RB</p> <p>JT/RB</p> | <p>November 2019</p> <p>January 2020</p> <p>January 2020</p> <p>November 2019</p> |
|---|--|--|--|---|---|

Impact

- Pupil voice survey results supported the development of the personal character curriculum using the school values, aspire, expect, achieve, together. New school signage to reflect the key values. Pupils build their confidence and resilience to acquire skills and knowledge to be able to deal with factors that affect them both inside and outside of school. These key principles have been developed through the WE school project for aspiring young leaders in school and working towards social action projects.
- Student support managers use the impero edaware to tool to identify children who need further support with their emotional wellbeing including positive behaviour plans.
- Academic year – FTE 1.3 (exclusion rate) PEX – 0.4 (rate)

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| D. Improved attendance rates and reduced persistent absence | <p>New post of Student Support Manager focusing on Attendance (£40,000) Ensure all pupils are able to come to school and attend with the correct uniform (£2,000)</p> <p>Contribution to leasing school minibus for first day and safeguarding home visits. (£3000)</p> <p>Contribution to General Assistant salary to accompany on home visits (£8000)</p> | <p>Pupils need to attend school every day in order to make progress</p> | <p>Attendance tracker and Spotlight records</p> | RB | November 2019 |
| | | <p>Pupils with SEMH needs require additional support to raise their self- esteem so they feel confident to access the curriculum and challenge themselves</p> | <p>Pastoral plans, behaviour reports and behaviour tracker (number of PEX and FTEs)</p> | TR | January 2020 |

Impact

- Spotlight tracker for attendance updated at fortnightly pastoral meetings. Names added as per Fast track guidance. School uniform purchased to support vulnerable families and ensure this was not a barrier to poor attendance. School minibus used to support attendance of most vulnerable children, collected and brought into school to ensure no lost learning.
- Attendance – 96.4%
- PA – 9.8

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|---|--|---|--|---|---|
| <p>E. Improved character and personal development of students to ensure success in life, education and employment</p> | <p>Additional Student Support Manager focusing on Attendance and Behaviour (as above). Enrichment Activities (£12,000) Rewards (£2000)</p> | <p>Pupils need to attend school every day in order to make progress</p> <p>Pupils with SEMH needs require additional support to raise their self- esteem so they feel confident to access the curriculum and challenge themselves</p> <p>All pupils need to develop self-regulation skills and an understanding of the world around them in order to develop their personal, social and emotional skills.</p> <p>To raise aspirations with our pupils by exposing them to a wide range of enrichment activities and opportunities</p> <p>Develop pupils’ cultural capital and exposure to a wider curriculum so they are able to access challenging content confidently</p> | <p>Attendance tracker and Spotlight records</p> <p>Pastoral plans, behaviour reports and behaviour tracker (number of PEX and FTEs)</p> <p>Pupil Voice and learning walks</p> <p>Pupil and Parent Voice, quality of RWM and non-core work, assessment data</p> | <p>JT/ RB</p> <p>DG</p> <p>JT/RB</p> <p>JT/RB</p> | <p>November 2019</p> <p>January 2020</p> <p>January 2020</p> <p>November 2019</p> <p>January 2019</p> |
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Impact

- Attendance rewards purchased to celebrate 100% attendance half termly. Inflatable assault course booked half termly as a reward for 1005 and no lates. Certificates and weekly attendance prizes in achievement assembly. 100% - 2019/ 20 = 161 pupils.

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| F.Improved mental and physical well-being | Contribution to Place2Be provision on two days per week (£15,000) Lunchtime play equipment to encourage active play. (£1,000) | Pupils' health and mental well-being will impact on their success in education and their ability to contribute to society | Lesson observations, Pupil Voice | DG/RB | December 2019 |
|---|--|---|----------------------------------|-------|---------------|

Impact

- Place 2 be – total number of referrals – 2019/20 = 17 referrals. 12 children on current caseload 3 children to start autumn term 2020 due to concerns throughout lockdown. 6 children to transition over to autumn term 2020. 3 children left school, 4 children have completed intervention and case is now closed. Year 6 case load passed onto secondary team. During the autumn term place 2 be was accessed 29 times by 22 different children mainly in years 4 and 6. In the spring term place 2 be was accessed 29 times by 18 different children.
- New resources have been purchased to equip a further third space for use by the place 2 be staff/counsellors due to a fourth counsellors being employed to support case load and reduce waiting time. Children who have received place 2 be support have all improved SDQ rating – teachers, parents and pupils.
- 100% of our parents would recommend place 2 be intervention to others.
- Break down of place 2 be caseload

LAC - 0

CP - 3

CIN - 1

EHA – 8

- Group work sessions completed – focusing on friendship issues and transition work to secondary.

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| G. Access and exposure to instrumental practice and improved confidence in musical performance. | Contributions to engaging the Music Service, Band Musicianship tutors, and individual peripatetic lessons where appropriate. Purchase of musical instruments (£10,000) | Increased confidence in music will transfer to speaking and raising self-esteem. | Pupil participation in assemblies, Christmas and summer concerts | CB | Weekly from October |
|---|--|--|--|----|---------------------|

Total budgeted cost: £253,600

Impact

- Access to Birmingham Music Service whole-class-instrumental provision for Years 4-6 provided from September 2019 – March 2020. Children developed skills in playing djembe drums and ukuleles.
- 1:1 music session provided to vulnerable child. Communication with teachers and carers showed that this had a positive impact on child's wellbeing and, in turn, academically, with the child performing at age related expectations in all areas.

3. Planned expenditure (Secondary Phase)

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|---|--|--|---|-------------------|---|
| Academic year | | 2019/20 | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| A. Narrow the attainment gap between PP and non-PP students across the curriculum | Contribution to a longer school day in the secondary phase – 29.5 hours taught per week (£30,000) Contribution to daily maths and English lessons for pupils (£40,000) | Ability to develop depth before breadth without compromising the balanced curriculum offer, including English and maths teaching | Regular monitoring and evaluation of the quality of T, L and A Termly review of moderated assessment data. | KM | Termly and then summer outcomes in 2020 |
| <p><u>Impact</u></p> <ul style="list-style-type: none"> • Details below | | | | | |

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| B. Improved outcomes for all pupils | Maths Tutors to work with targeted students (£15,000) Overstaffing in English (£30,000) | To improve the 9-5 crossover threshold for pupil premium pupils in English and maths. | Regular monitoring and evaluation of teaching within the group through walkthroughs and observations. Data drops in autumn 2, spring 2 | KM &MW | Year 11 data drop in autumn 2, spring 1 and summer outcomes |
|-------------------------------------|--|---|--|--------|---|

Impact

| Headline Measures | <i>(Ark Kings Academy-cohort of 88 pupils)</i> | | |
|--------------------------------------|--|---------------|-------------------|
| | Awarded Grade | Pupil Premium | Non-Pupil Premium |
| % 9 – 4 English | 77% | 75% | 81% |
| % 9 – 4 Maths | 74% | 70% | 81% |
| % 9 – 4 including English and Maths | 68% | 66% | 74% |
| % 5+ 9-4 including English and Maths | 67% | 64% | 74% |
| % 9 – 5 English | 57% | 51% | 70% |
| % 9 – 5 Maths | 41% | 36% | 52% |
| % 9 – 5 including English and Maths | 39% | 34% | 48% |
| % 5+ 9-5 including English and Maths | 39% | 34% | 48% |
| % 9 – 7 English | 14% | 10% | 22% |
| % 9 – 7 Maths | 15% | 11% | 22% |

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|--|--|--|--|--------------------|-----------------------------|-------------------|
| % 9 – 7 including English and Maths | 5% | 2% | 11% | | | |
| % 5+ 9-7 including English and Maths | 3% | 2% | 7% | | | |
| | | | | | | |
| | | | | Average Attainment | | |
| | | | | All | Pupil Premium | Non-Pupil Premium |
| ELA | 4.5 | 4.3 | 5.0 | | | |
| ENL | 4.7 | 4.5 | 5.2 | | | |
| MA | 4.5 | 4.3 | 5.0 | | | |
| C. Improved reading attainment across the whole school | <p>Leadership of school literacy strategy (£6000 TLR)</p> <p>Network lead support to support Head of Literacy (£17,000)</p> <p>Accelerated reader programme (£2000)</p> <p>Daily Reading for Pleasure sessions (£36,000)</p> <p>Specialist literacy teaching: RWI tutoring, Fresh Start and corrective writing (£3500)</p> <p>Teaching assistant deployed to work with lower ability pupils to improve reading (£10,000)</p> | Reading age improves access to the wider curriculum and will impact on attainment across all subjects. | <p>Analysis of reading age and English attainment data for all pupils.</p> <p>Regular monitoring of provision through walkthroughs</p> | KM & CJ | Termly and outcomes in 2020 | |

Impact

- Pupils in year 7 who were identified as needing literacy intervention generally made good progress in their literacy intervention group. Students either followed an SRA McGraw-Hill programme or the Fresh Start phonics programme. NGRT results show that the majority made better than average progress, closing the gap between their reading age and their chronological age. In particular, those students following the Fresh Start programme made accelerated progress with 10 of 13 students making over a year and a half's progress in six months.*

7-Eng.6 - Reading Age Progress to Feb 2020

(showing data for the 13 students who sat the Feb test)

| Progress in years and months | Number of students | % of students |
|-------------------------------------|---------------------------|----------------------|
| 0 or negative progress | 2 | 15.38 |
| 0:01 - 0:06 | 0 | 0.00 |
| 0:06 or above | 11 | 84.62 |
| 0:07 - 1:00 | 0 | 0.00 |
| 1:00 or above | 11 | 84.62 |
| 1:01 - 1:06 | 1 | 7.69 |
| 1:06 or above | 10 | 76.92 |
| 1:07 - 2:00 | 4 | 30.77 |
| 2:01 - 2:06 | 2 | 15.38 |
| 2:07 - 3:00 | 0 | 0.00 |
| 3:01 - 3:06 | 2 | 15.38 |
| 3:07 - 4:00 | 1 | 7.69 |
| 4:01 - 4:06 | 1 | 7.69 |
| 4:07 - 5:00 | 0 | 0.00 |

7-Eng.5 - Reading Age Progress to Feb 2020

(showing data for the 16 students who sat the Feb test)

| Progress in years and months | Number of students | % of students |
|-------------------------------------|---------------------------|----------------------|
|-------------------------------------|---------------------------|----------------------|

| | | |
|------------------------|---|-------|
| 0 or negative progress | 6 | 37.50 |
| 0:01 - 0:06 | 1 | 6.25 |
| 0:06 or above | 9 | 56.25 |
| 0:07 - 1:00 | 2 | 12.50 |
| 1:00 or above | 8 | 50.00 |
| 1:01 - 1:06 | 2 | 12.50 |
| 1:06 or above | 5 | 31.25 |
| 1:07 - 2:00 | 2 | 12.50 |
| 2:01 - 2:06 | 1 | 6.25 |
| 2:07 - 3:00 | 0 | 0.00 |
| 3:01 - 3:06 | 1 | 6.25 |
| 3:07 - 4:00 | 1 | 6.25 |
| 4:01 - 4:06 | 0 | 0.00 |

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| <p>D. Improved attendance rates and reduced persistent absence</p> | <p>Data officer attendance (£30,000) Recruiting of 2 student support managers. Ensure all pupils are able to come to school and attend with the correct uniform (£2,000) All year 7 pupils are provided with a school uniform (£10,000) Contribution to leasing school minibus for first day and safeguarding home visits. (£3000)</p> | <p>Allows greater focus on attendance on a daily basis with first day calling and follow up with families and pupils. Allows capacity for longer term strategic intervention to support students and families struggling with attendance. Removes some of the barriers that pupils/ families may face in improving attendance.</p> | <p>Attendance data is reviewed on a weekly basis in pastoral meetings. Line management of the pastoral team.</p> | <p>SM & JH</p> | <p>The impact of the strategy is reviewed with the daily attendance, weekly, half termly, termly and yearly analysis.</p> |
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Impact

- Improved attendance in the Autumn term 96%. Spring and Summer terms were affected by the school closure due to COVID.
- The SSMs and the Attendance Officer were vitally important in supporting pupils and their families through the lockdown. They supported the pupils with their learning and pastoral support to both pupils and parents during the lockdown. They also supported the creation and delivery of food parcels to the most vulnerable families. They worked closely with the key worker and vulnerable students in the Community Classrooms.
- The minibus was used in the Autumn term to collect some pupils to support attendance and was used to deliver food to families during the school closure. It was also used for sporting fixtures in all year groups and for a variety of sports and other enrichment activities.

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| E. Improved mental and physical well-being. | Place 2 Be (£30000) | Creates capacity to support students on a one-off basis with stress, anxiety or other mental health issues. On a longer-term basis allows students to have regular therapeutic counselling support. The appropriate support is not available in a timely manner for our pupils, from other agencies, and this is a barrier for a sizeable number of our students. | Review of Place2Be data. Review of attendance/exclusion data for our most vulnerable students. | SM | June 2020 during the annual review |
|---|---------------------|---|---|----|------------------------------------|

Impact

- 110 pupils seen by Place 2 Talk Drop-in. 667 one-to-one counselling sessions with 51 different pupils. 212 parent work sessions
- Out of the 51 pupils seen for one-to-one counselling, 37 were on PP, 1 LAC, 2 CP and 11 on the SEND register.
- 85% of parents stated that pupils felt better after coming to Place 2 Be.
- 75% of pupils stated that they felt better after coming to Place 2 Be.
- Place 2 Be continued to support pupils and parents during the lockdown.

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| <p>F. Improved character and personal development of students to ensure success in life, education and employment</p> | <p>Additional Student Support Managers in the secondary phase (£70,000) Enrichment budget (£32000) Minibus lease (£5,000) Contribution to Band Musicianship tutors for year 7 and 8. (£10,000)</p> | <p>Additional capacity to support students to be prepared for learning and to engage positively in education and the range of opportunities available. We wish to expose our pupils to a wide range of enrichment activities which will raise their aspirations. This in turn will impact on attainment and opportunities for personal development. Band musicianship develops individual and collective confidence through learning keyboards, vocals, drums and guitar, forming pupil bands and performing.</p> | <p>Review of attendance/behaviour and reward statistics. Line management of the pastoral team and evaluating Compass lessons through walkthroughs. Analyse the curriculum offer of Enrichment Days and impact through surveys and attendance data.</p> | <p>SM/ RC</p> | <p>December 2019 and June 2020.</p> |
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Impact

- All pupils in year 7 & 8 completed Band Musicianship up to the school closing. The Band Musicianship team worked closely with the key worker and vulnerable students in the Community Classrooms to build confidence and develop performing skills, including participation in a Network wide online collaboration.
- A whole school review of the Personal Development curriculum has been carried out and this has revealed areas for development. This has been implemented in the new Learning for Life Curriculum for teaching September 2020 onwards. This is now DfE compliant for the PSHE specification and also includes key areas of development for the additional needs of our students. The enrichment provision within the Personal Development Program has been developed to maximise the cultural capital of students. All of the drop-down days have been planned across the year to maximise the impact of each session based on the needs of the individual year groups. This includes a specific day for Careers that assists in the development of long-term aspirations over the course of the student's journey through the school.
- Pupils and staff have been consulted after each drop-down day to evaluate the effectiveness of the day and then allow for subsequent changes in future events.
- Attendance at Extra-curricular activities increased on previous years and was increasing term on term until lock down. There was a wider range of activities on offer including multiple activities outside of the PE and Music departments (e.g. French Board Games, Geography Club) and there were more PP students attending. On average 20% of students attended after school provision and of these students 40% were PP. This is an increase on last year and would have increased further without lockdown.

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| G. Improved quality of post-16 provision that students' access | On-site careers advisor twice a week and TLR for leadership of this area. (£16000) | Enables all students to have one to one career guidance from a trained and impartial professional. Allows additional support to be directed towards PP students and those at risk of becoming NEET. | Review of destinations data & quality of college applications | SH/RC | Destinations data for summer 2020. Review of careers provision in summer 2020 |
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Impact

- All students in year 11 had a one-to-one careers interview with an external, trained careers advisor. Students who were at risk of NEET were given multiple interviews and support in completing application forms. All students submitted at least one suitable application by January 2020 and at-risk students were assisted to apply for a reserve place.
- 99% of students currently hold a place for continuing their education and the final student is being assisted to ensure that they are not NEET. The one student is PP and all other students have places. 86% of the places are at establishments currently rated good or higher by OFSTED, this is 88% for PP students.
- The careers provision has been reviewed and we are currently meeting 6 out of the 8 Gatsby Benchmarks, we are 90% on Benchmark 3 and 75% on Benchmark 6 (work experience). These are our areas of focus for the 2020-2021 academic year. We have purchased a Unifrog subscription to aid in the tracking and support of students and allow us to identify areas of need more easily.