**Overall objectives:**

That PP progress across the school is at least in line with non PP.

That the attainment gap between PP and Non PP across the school narrows.

That barriers to progress, attainment and participation are recognised and as far as possible removed or at least mitigated.

**Making progress compared to targets in English and Maths**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year Group | Criteria | TG English | CG English | TG Maths | CG Maths |
| 7 | Grade 3- or above | Non PP is 42.5  PP is 28.6 | Non PP is 51.6  PP is 31.4 | Non PP is 28.8  PP is 14.3 | Non PP is 45.8  PP is 40.0 |
| 8 | Grade 4- or above | Non PP is 41.6  PP is 26.7 | Non PP is 63.4  PP is 36.7 | Data not available | Data not available |
| 9 | Grade -5 or above | Non PP is 50.8  PP is 19.4 | Non PP is 12.7  PP is 12.9 | Non PP is 43.2  PP is 19.4 | Non PP is 59.3  PP is 29 |
| 10 | P8 English element | Non PP is 0.4  PP is 0.4 | Non PP is -0.8  PP is -0.8 | Non PP is 0.8  PP is 1.0 | Non PP is -0.3  PP is -0.1 |
| 11 | P8 maths element | Non PP is 0.5  PP is 0.5 | Non PP is -0.5  PP is -0.9 | Non PP is 0.7  PP is 1.1 | Non PP is -0.9  PP is -1.1 |

This table illustrates the issue regards attainment and progress.

KS3 shows the attainment gap – for both English and Maths the starting point of PP students is much lower than Non PP students – in all cases except Y9 English progress is being made, and being made rapidly, without closing the gap, except in Y7 Maths, where the gap is considerably narrowed.

KS4 shows Progress 8 scores considering the English and Maths elements. In Y10, progress is currently the same or better than Non PP in both English and maths. In Y11 progress of PP against non PP is slightly worse, but not by much. Therefore the gap is not significant for progress at KS4.

We have many mechanisms for recognising and understanding the barriers our students have to progress and attainment and analysis of the progress of students selected for VT one to one tuition below illustrates this well too.

**PP VT tutor impact:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Abridged name of student | Year group | Subject | Time frame | Starting level/target | Finishing or level now. | Additional interventions | Main barrier |
| AB | 11 | English | Au2 | 4/6 | 4/6 | VC | CP/Behav |
| GB | 10 | English | Au2 | U/6 | 4/6 | Oasis | MH |
| LB | 11 | English | Au1 & 2 | 5/7 | 6/7 | Oasis | MH/CP |
| HB | 10 | English | Au1 & 2 | U/2 | 3/2 | VC/SEN | SEN/Behav |
| HB | 10 | Maths | Au1 & 2 | U/2 | 1/2 | VC/SEN | SEN/Behav |
| LC | 11 | English | Au2 | 2/5 | 5/5 | Counselling | Behav |
| JD | 11 | Maths | Au2 | U/4 | 3/4 |  | CP |
| SD | 11 | English | Au1 | 5/6 | 6/6 |  | CP |
| HE | 11 | English | Au1 | 4/6 | 3/6 | VC | Behav |
| TF | 11 | English | Au1 | 4/5 | 5/5 |  | Financial |
| ML | 11 | Maths | Au1 | U/4 | 1/4 | VC | Behav/CP |
| MM | 11 | Maths | Au1 & 2 | 2/6 | 5/6 | SEN | CP |
| KO\* | 10 | English | Au1 & 2 | U/5 | 5/5 | Oasis | MH/CP |
| JVK | 8 | English | Au1 & 2 | 1/1 | 1+/1 | SEN | LAC |
| JVK | 8 | Maths | Au1 & 2 | 1/1 | 3+/1 | SEN | LAC |
| DV | 11 | Maths | Au1 | 3/5 | 4/5 | VC | Behav |
| SWF | 10 | English | Au1 & 2 | U/5 | 3/5 | VC | Behav |
| SWF | 10 | Maths | Au1 & 2 | 5/6 | 4+/6 | VC | Behav |
| FW | 11 | Maths | Au2 | U/5 | 2/5 |  | Behav |
| Total progress |  |  |  | -51 levels below target | -16.5 levels below target |  |  |

**KO – case study:**

Age 14 – mid-term entrant – CP background; severe mental health issues.

6 different voices – staff increasingly concerned about thoughts - expressing violence and death.

Referral to PREVENT and social services – family Solutions support.

Risk assessment – Oasis – started with one to one in oasis – gradually built back in to all mainstream classes.

Mental health still evident - Shower with a horse.

2 pronged intervention = meeting targets.

Now moved back to Kent.