

Landgate School and College – Pupil Premium Strategy Document 2017-2018

1. Summary information						
School	Landgate School and College			Type of SEN (eg. C&L / C&I / SEMH / P/S)		ASC including; C&I / C&L / SEMH / P&S
Academic Year	2017/2018	Total PP budget	Confirmed: Sept 17-March 18 28 primary 10 secondary	£27,014	Date of most recent PP Review	19.10.17
			Indicative: April-August Jan 18 census 25 primary 11 secondary	£18,035		
			Total	£45,049		
Total number of pupils	77	Number of pupils eligible for PP	38 (49%) (funded April 2016 March 2017)		Date for next internal review of this strategy	18.12.17

1. Current attainment		
2016-2017	Pupils eligible for PP	Pupils not eligible for PP
% achieving targets in English	KS1 : 97% KS2 : 89% KS3 : 91% KS4 : 100% KS5 : 100%	KS1 : 100% KS2 : 86% KS3 : 81% KS4 : 100% KS5 : 100%
% achieving targets in maths	KS1 : 100%	KS1 : 100%

	KS2 : 94% KS3 : 97% KS4 : 100% KS5 : 100%	KS2 : 93% KS3 : 82% KS4 : 100% KS5 : 100%
Average progress 8 score	n/a	n/a
% achieving 1 A*-G grade	n/a	n/a

2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

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| A. | Low English levels on entry based on chronological age effecting progress and self esteem |
| B. | Low mathematics levels on entry based on chronological age effecting progress and self esteem |
| C. | Learners require support with engagement, attention, communication and imaginative play, this effects progress in all subject areas. |

External barriers

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|-----------|---|
| D. | Learners lack resilience and confidence, therefore resulting in low aspirations for themselves. |
| E. | Learners require support to develop further appropriate personal and social skills to improve their post 16 transition options. |
| F. | Learners formerly engaged with educational activities less at home, this limits their ownership of work. |

3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased levels of English progress from starting points <ul style="list-style-type: none"> • Comprehension ages • Spelling ages • CAT4 tests 	<ul style="list-style-type: none"> • Pupil premium and non-pupil premium learners have outstanding achievement. (Annual Data Analysis Report) • Pupil premium learners make outstanding progress in line with Landgate targets (data input tracking progress).

	<ul style="list-style-type: none"> • Progress data • WRAT tests • Reading ages • BPVS scores • Data input 	<ul style="list-style-type: none"> • Pupil premium learners make outstanding progress in line with DFE targets (data input tracking progress). • Pupil premium learners are able to apply their English skills in the community (Earwig assessment)
B.	<p>Increased levels of mathematics progress from starting points</p> <ul style="list-style-type: none"> • Progress data • Numeracy assessments • MALT assessments • Data input 	<ul style="list-style-type: none"> • Pupil premium and non-pupil premium learners have outstanding achievement in all areas of maths. (Annual Data Analysis Report) • Pupil premium learners make outstanding progress in line with Landgate expectations, (Data input tracking of progress). • Pupil premium learners make outstanding progress towards DFE targets (Data input tracking progress). • Pupil premium learners can apply their mathematics skills out in the community (Earwig assessment).
C.	<p>Identified learners complete play based interventions, music therapy sessions to promote engagement, communication and imaginative play.</p> <ul style="list-style-type: none"> • Intervention reports • Earwig assessment 	<ul style="list-style-type: none"> • Pupil premium learners make outstanding progress towards their end of year targets through the targeted interventions, developing imaginative play skills, communication strategies and are able to engage for increasing periods of time (intervention reports, evidence on Earwig).
D.	<p>To provide learners with social and educational experiences to build confidence and raise aspirations.</p> <ul style="list-style-type: none"> • Learner voice • Learning walks 	<p>Pupil premium learners feel they have a purpose, are prepared for learning and are motivated to learn. (Learner voice survey and evaluations of activities)</p>
E.	<p>To provide learners with health and wellbeing intervention sessions to develop further appropriate personal and social skills.</p> <ul style="list-style-type: none"> • Learner voice • Parent voice • Destinations data 	<p>Pupil premium learners develop appropriate personal and social skills and therefore improve their post 16 transition options, (learner voice survey, parent voice survey and an evaluation of activities).</p>

F.	<p>To provide learners with opportunities to access educational activities and therefore raise their ownership of work and independence.</p> <ul style="list-style-type: none"> • Learner voice survey • Parent voice survey 	<p>Learners are provided with additional educational activities which builds on the independence to support them into adulthood and beyond (Learner voice / parent feedback) PP learners feel they have a purpose, are prepared for learning and are motivated to learn.</p>
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5. Planned Expenditure					
Academic year			2017-2018		
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 & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. To further improve progress and attainment in English	Staff CPD Reading area Oxford Reading Owl Phonics streamlining Intervention sessions with teacher/HLTA Collaborative learning	<p>Learners' English skills have improved 16-17 and therefore this continues to be implemented.</p> <p>Staff to develop further confidence with phonics, guided reading and developing handwriting.</p> <p>Learners to be streamlined so more</p>	<p>Testing schedule Intervention reports Data input Evaluations from all staff to be completed. Triangulated monitoring to assess impact. Learner voice. Twilight with English lead and SALT (all teachers, HLTA, TAs to attend). Phonics meeting with</p>	SLT/CS/JE	<p>Oct 17 Testing carried out, learners end of autumn intervention reports being written. Earwig effective to monitor interventions and record progress. Dec 17 Feb 18 April 18 June 18</p>

		<p>targeted support can be received. Evidence suggests phonics is effective with younger readers, showing on average 4 months progress (EEF).</p> <p>Interventions with teacher and HLTA tailor scaffold of learning and extension opportunities. Oral intervention research shows a benefit of up to 6 months for disadvantaged learners (EEF).</p>	primary (6/11/17).		
B. To further improve attainment and progress in maths	<p>Mastery maths approach to curriculum SEN maths project Intervention sessions with teacher and HLTA. Collaboration learning</p>	<p>Data shows that the majority of learners who received year 7 catch up interventions achieved their end of year target in maths. Intervention sessions with maths teacher and HLTA to overcome misconceptions,</p>	<p>Testing schedule Data input Intervention reports. Triangulated monitoring. Mastery curriculum Data input progress Learner voice Staff voice.</p>	SLT/HS/JE See above	<p>Oct 17 Dec 17 Feb 18 April 18 June 18</p>

		consolidate learning and help to prepare for KS4 accreditations.			
C. Learners to develop engagement, imaginative play and communication strategies.	Play therapy sessions with HLTA Continuous provision curriculum delivery. Music Therapy.	<p>We offer high quality teaching for all learners, as such promotion of wellbeing is imperative for learners to make outstanding progress and be resilient young people.</p> <p>Learners to make outstanding progress towards end of year targets.</p> <p>Learners to have opportunities to develop skills of investigation and enquiry.</p> <p>Identified learners to receive music therapy sessions to have intense communication and interaction, expressing self.</p>	<p>Data intervention reports Play therapy intervention reports. Behaviour data. Achievement data Music therapy data reports. Learner voice CPD on questioning focusing on developing growth mindset.</p>	SLT/HS/JE	<p>Oct 17 Dec 17 Feb 18 April 18 June 18</p>

D. Learners to have improved self-confidence and resilience when faced with challenge.	Health and wellbeing sessions Questioning and growth mindset CPD	Landgate provide high quality teaching to all learners. The promotion of wellbeing is imperative to develop learner confidence and resilience. Learners to improve further their self-image and confidence. Learners to be supported at how to be resilient when faced with challenge. Learners to develop mindfulness through forest schools.	Data intervention reports. Behaviour data. Achievement data Learner voice Learning walks and triangulated monitoring.	SLT/HS/JJ/JE	Oct 17 Dec 17 Feb 18 April 18 June 18
Total Budgeted Cost				£16560	
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. To further improve progress and	Intervention sessions within lesson. Intervention sessions	Evidence indicates intervention tuition can be effective in	Testing schedule Intervention reports Data input	HS/CS/JE	Oct 17 Dec 17 Feb 18 April 18

<p>attainment in English</p>	<p>with English HLTA. Phonics Guided reading Testing schedule.</p>	<p>small groups, or 1:1, accelerating learners up to 5months progress (EEF). Short, regular sessions with the class teacher (about 15 minutes per week) in the English setting puts the emphasis on learners keeping up in addition to catching up.</p> <p>To ensure this intervention is effective, staff should monitor progress on intervention records and compare to progress data.</p> <p>All staff to attend high quality CPD with English lead and SALT.</p>	<p>Evaluations from all staff to be completed. Triangulated monitoring to assess impact. Learner voice. Twilight with English lead and SALT (all teachers, HLTA, TAs to attend).</p>		<p>June 18</p>
<p>B. Low mathematics levels on entry based on chronological age effecting</p>	<p>Intervention sessions with Maths HLTA Intervention sessions within maths lesson. RM Easimaths. Testing schedule.</p>	<p>Evidence indicates intervention tuition can be effective in small groups, or 1:1, accelerating learners up to 5months</p>	<p>Testing schedule Data input Intervention reports. Triangulated monitoring. Mastery curriculum</p>	<p>HS/JE.</p>	<p>Oct 17 Dec 17 Feb 18 April 18 June 18</p>

<p>progress and self esteem</p>		<p>progress (EEF). Short, regular sessions with the class teacher (about 15 minutes per week) in the maths setting following a mastery maths focus puts the emphasis on learners keeping up in addition to catching up.</p> <p>To ensure this intervention is effective, staff should monitor progress on intervention records and compare to progress data.</p> <p>All staff to attend high quality CPD with maths lead.</p> <p>CS/AM to attend Numicon training and deliver to whole staff.</p> <p>AM to attend SEN maths project (North West Hub).</p>	<p>Data input progress Learner voice Staff voice. Evaluations from CPD.</p>		
<p>C. Learners require</p>	<p>Play based</p>	<p>Research suggests</p>	<p>Data</p>	<p>HS/JJ</p>	<p>Oct 17</p>

<p>support with engagement, attention, communication and imaginative play, this effects progress in all subject areas.</p>	<p>interventions</p>	<p>that based on 8000 cases, between 74% to 83% of children receiving play based therapy interventions exhibit positive changes, for example improved engagement.</p> <p>Play based interventions support learners to develop their engagement and imaginative play, therefore supporting their progress in all curriculum areas.</p>	<p>intervention reports Play therapy intervention reports. Behaviour data. Achievement data Learner voice CPD on questioning focusing on developing growth mindset.</p>		<p>Dec 17 Feb 18 April 18 June 18</p>
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Total Budgeted Cost	£21120
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Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>C.Learners require support with engagement,</p>	<p>Music Therapy interventions</p>	<p>Evidence suggests that Music Therapy supports emotional, cognitive and social</p>	<p>Small targeted intervention groups. Music therapy sessions</p>	<p>HS/R</p>	<p>Oct 17 Dec 17 Feb 18 April 18 June 18</p>

<p>attention, communication and imaginative play, this effects progress in all subject areas.</p>		<p>development. Music therapy promotes wellness by increasing focus and attention, reducing anxiety and improving communication. Therefore, this will benefit pupil premium learners with accessing the curriculum and working towards achieving their end of year targets.</p>	<p>Achievement award data Behaviour data.</p>		
<p>E. Learners have a range of post 16 options available to them and have a raise in aspirations</p>	<p>Planning live for learners in KS4 and 5.</p> <p>Volunteering placements</p> <p>1 session per week for PSHE and personal care education.</p> <p>Careers talks</p>	<p>Learners 'put a lid' on their aspirations for life after Landgate, while the curriculum offers is giving them a range of ideas, learners meeting a range of careers that have utilised the curriculum subjects will add a sense of purpose.</p> <p>Planning live personalises the transition process and puts the learner at centre.</p>	<p>Liaise with external and internal professionals working with learners.</p> <p>Liaise closely with parents and family.</p> <p>1 session per week for PSHE and personal care education with a focus on application to working life.</p> <p>Invite professionals</p>	<p>SLT/HS/pastoral/JJ</p>	<p>Oct 17 Dec 17 Feb 18 April 18 June 18</p>

		PSHE skills to be applied to career areas such as cleanliness in the kitchen.	to come and talk about their jobs Evaluate impact of all of the above.		
F. Learners to further engage with educational activities at home,	Resource packs	Learners accessing educational activities at home promotes learners developing ownership of work.	Data Intervention reports	HS/JE	Oct 17 Dec 17 Feb 18 April 18 June 18
Total Budgeted Cost					£7369

Summary of Expenditure					
School	Landgate School and College		Type of SEN		ASC including; C&I / C&L / SEMH / P&S
Academic Year	2016-2017	Total PP budget	Sept-march £21980 April-Aug £15606 Strategy funding £11040	Date of most recent PP Review	21 st April 17
		£48, 626			
Total number of pupils		Number of pupils eligible for PP	Primary Secondary	Date for next internal review of this strategy	September 17

Landgate School

6. Review of Expenditure	
Previous Academic Year	2016-2017
i. Quality of Teaching for All.	

Desire Outcome	Chosen Action/Approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>1.1.1 1.1.2 To improve attainment and progress within English and Maths.</p>	<p>Staff CPD on mastery in Maths and matching attainment to appropriate task in English.</p>	<p>Maths CPD delivered October to support the implementation of a whole school mastery maths approach. This has shown impact on all learners' whole school as lessons are tailored to learner's individual needs.</p> <p>LTP amended to support depth of mathematics. Weekly English and maths interventions sessions with class teacher has supported Y7 learners making accelerated progress towards their maths and English end of year targets.</p> <p>Learners are engaged, motivated and taking ownership to complete English and maths homework. Resource</p>	<p>Through triangulated monitoring staff have begun to implement; Mastery maths approach has secured achievement, evidenced in progress data.</p> <p>English lessons are tailored appropriately to attainment, shown through progress data.</p> <p>Year 7 catch up sessions with secondary subject teacher challenge misconceptions and supported accelerated progress.</p> <p>Homework packs were well received, next step to create a 'how to guide' for parents.</p>	<p>£1000 classroom cover for secondary maths teacher.</p> <p>£1000 cover for secondary English teacher.</p> <p>£500 home resources pack.</p>

		<p>packs include family activities and have shown an engagement with learning outside of the classroom and developing their maths and English knowledge and understanding.</p> <p>100% of year 7 learners achieved their end of year English and 99% of Maths targets across all areas.</p>		
<p>1.1.1 1.1.2 Improved attention, engagement and imaginative play</p>	<p>Improved attention, engagement and imaginative play.</p>	<p>Intended impact for Key Stage 1 learners to make outstanding progress towards their end of year individual targets. Data has shown that PP learners have achieved more of their end of year targets across the curriculum than Non PP learners.</p> <p>Play therapy CPD provided to all staff has up skilled staff on pupil led learning and the importance of play.</p>	<p>Imaginative play developed from play therapy sessions is supporting learners in terms of expression and creating rich learning opportunities to support their spoken language. Triangulated monitoring; identifies opportunities for imaginative play are being created in the curriculum; suggests staff are growing in confidence to provide opportunities for imaginative play in lessons, resulting in</p>	<p>£21120</p>

			whole school improved engagement.	
1.2.1 1.2.2 Learners demonstrate improved communication strategies for years 3,4,5,6	Staff CPD communication strategies; minimal speech, PECS, signing, communication barriers.	Through music therapy sessions, key stage 2 learners have developed a range of communication strategies which support learners in meeting their end of year expected targets. Communication therapy intervention sessions with a music therapist have helped learners to develop appropriate communication strategies and learners are able to express themselves.	Learners have rich opportunities to develop communication, further supporting learners achievement in their end of year targets across all subject areas. Class staff had few opportunities to shadow music therapy limiting CPD. Continuation of Music Therapy will further promote communication and interaction.	£440 x 26 weeks, 2 full day's music therapy. Total cost £16720.
1.3.1 1.3.2 To improve maths and English skills for years 7, 8 and 9.	Staff CPD on assessment systems and impact on teaching and learning.	Learners make outstanding progress in line with high expectations and higher aspirations, reflected in achievement and attainment data. PP learners attain a higher percentage of their	Data reflects that interventions to support overcoming misconceptions, preparing KS3 for accreditations and supporting learners in having high aspirations have contributed to outstanding progress	£9442 for 2 day HLTA learning support. 2 additional days costing £4500 for 5 months (funding carried over from 15-16 plan).

		<p>end of year targets across English and maths compared with Non PP learners.</p> <p>Key stage 3 learners are up skilled in English and maths, ensuring rapid and sustained progress across the curriculum as a reflection of tailored interventions.</p> <p>Key Stage 3 learners develop resilience and long term aspirations from high expectations provided by staff.</p>	<p>being made. Therefore this support needs to continue in 2017/2018.</p> <p>PP learners attain a higher percentage of their end of year targets across English (91%) and maths (97%) compared with Non PP learners English (81%) and Maths (82%).</p> <p>Careers talk days to be arranged to contribute to learner's developing long term aspirations.</p>	
<p>1.4.1 1.4.2 To improve learner resilience and confidence.</p>	<p>Staff CPD on developing learner 'growth mind set' including development of learner resilience and confidence.</p>	<p>Learners are resilient in year 1, 2, 7, 8 and 9 and confident when tackling challenge within lessons. This has been successful as learners have been presented with a problem and modelled and supported through how to resiliently overcome it.</p> <p>Learners have started</p>	<p>Resilience, confidence and growth mind sets are implemented in quality intervention and curriculum delivery resulting in improved outcomes for ks1 (91%) and ks3 (99%) of all targets met across all subjects.</p> <p>Next steps whole staff CPD to reinforce strategies.</p>	

		<p>to use self-managing strategies for dealing with challenging situations. Strategies worked on during interventions are then applied and monitored during lessons. Weekly interventions build confidence and resilience.</p> <p>Learners are more equipped to deal with challenge within the home and/or community.</p>		
<p>1.5.1 1.5.2 Key Stage 4 learners to improve personal and social skills.</p>	<p>Staff CPD on developing learner 'growth mind set' including development of learner resilience and confidence.</p>	<p>Learners have a clear understanding of personal care and life skills through individualised support programme.</p> <p>Learners display independence and resilience to real life challenges and are supported through work experience placements, planning live.</p>	<p>KS4 learners benefit from the practical approach to the interventions and understanding how each lesson contributes to this.</p> <p>All learners have achieved 100% of their aspirational challenging accreditations.</p> <p>Next steps: feasibility study of a kitchen</p>	<p>£935 for 1 life skills programme pm session once a week.</p>

			based life skills area acquire and apply relevant life skills	
Total budgeted cost				
ii. Targeted Support				
Desired Outcome	Chosen action/approach			Cost
1.1.1 1.1.2 Improved attainment and progress within Maths and English in year 7.	Maths and English intervention sessions with secondary subject teachers	Assessment and behaviour data indicate that all year 7 learners did not reach the expected level 4 in maths and English and therefore with intervention sessions with secondary subject teachers, learners have made accelerated progress from their starting points, towards their end of year targets as a result of year 7 intervention. Learners have all achieved their end of year expectations in English and maths as a result of quality first teaching, learning and assessment and year 7 catch up sessions to	Extra intervention sessions with Maths and English secondary subject teachers help learners to overcome misconceptions and be extended through questioning and application. Learners' home packs have supported maths and English skills application at home. All learners met 100% of their English and Maths Targets.	£2500 (see above)

		address misconceptions and extend.		
1.1.1 1.1.2 Improved attention, engagement and imaginative play.	Staff CPD on pupil led learning and the importance of play.	Key Stage 1 learners make outstanding progress towards their end of year individual targets as a result of PP intervention programme.	Staff are continuing to develop their confidence to provide pupil led learning and the importance of play and can therefore provide rich learning opportunities across the curriculum. Next steps: Sharing good practice and implementation across KS2.	
1.2.1 1.2.2 Learners demonstrate improved communication strategies.	Communication therapy intervention sessions with music therapist for year groups within key stage 2.	Key stage 2 learners will make outstanding progress towards their spoken language end of year targets as a result of PP intervention programme.	Learners are improving communication, interaction and spoken language through interventions with music therapist. As a result 100% of PP learners have met their targets in spoken language. Compared with whole school where learners attainment is lower in Spoken Language.	£16720 (see above)
1.3.1 1.3.2 Improved maths and	Maths and English sessions with	Targeted learners make outstanding progress	Intervention sessions have contributed to	£13,942 (see above)

English skills.	intervention lead.	towards their end of year individual targets as a result of PP intervention programme.	<p>learners making outstanding progress towards their end of year target. Learners are able to be supported with vocabulary, overcome misconceptions and extended to reach their full potential.</p> <p>PP English: KS1 96% KS2 89% KS3 91%</p> <p>PP Mathematics: KS1 100% KS2 94% KS3 97%</p>	
1.4.1 1.4.2 Improved learner confidence and resilience.	Health and Wellbeing intervention sessions with intervention lead	Year 1, 2, 7, 8 and 9 targeted learners will make outstanding progress towards their end of year individual targets as a result of PP intervention programme.	<p>Learners' confidence and resilience has improved and has been reflected in their progress throughout the year. Learners are being presented problems and supported in overcoming them.</p> <p>PP learners in KS1 met 91% of their targets across all subjects. PP learners in KS3 met 99% of their targets</p>	£6,952 (see above)

			across all subjects. Learners have a school council and regularly evaluate learner voice.	
1.5.1 1.5.2 Improved learner personal and social skills.	Wellbeing intervention sessions with wellbeing intervention lead	Key Stage 4 learners have a clearer understanding of the necessary personal skills to make a successful transition post 16 provisions.	Learners' display resilience and independence to overcome 'real life' challenges through being presented with a problem and supported to overcome them. Learners have enjoyed following the election process for student council representative. End of half term assemblies have reinforced key health and wellbeing initiatives such as mindfulness. KS4 100% of learners met their end of year targets across all subjects.	£935 (see above)
iii. Other approaches (including links to personal, social and emotional wellbeing)				
Desired Outcome	Chosen approach/action			Cost
1.1.1 1.1.2 Improved attainment	Homework resources pack sent home for	Year 7 learners make outstanding progress	Year 7 intervention programme identifies	£2,500 (see above)

and progress within maths and English	year 7 learners to help embed English and maths knowledge, skills and understanding.	from their individual starting points to their end of year targets as a result of year 7 intervention programme. Homework resource packs supports embedding maths and English skills, knowledge and understanding and reinforced health and wellbeing skills such as a turn taking during a board game.	misconceptions and informs next steps for learning, enabling staff to scaffold and support. Homework resource packs were appreciated though parents feed back in diaries, parents have requested further support in their use. 100% of Y7 learners met their end of year targets across all subjects.	
1.1.1 1.1.2 Improved attention, engagement and imaginative play.	Parental engagement session on importance of educational play.	Key stage 1 learners make outstanding progress towards their end of year individual targets as a result of PP intervention	Parent evaluations of parental engagement sessions suggest parents understand the importance of learning through play. PP learners in KS1 met 91% of their targets across all subjects.	£11,880 (see above)
1.2.1 1.2.2 Learners have demonstrated improved communication strategies.	Communication therapy sessions with music therapist.	Key stage 2 learners make outstanding progress towards their spoken language end of year targets as a result of PP intervention programme.	Learners make outstanding progress towards their end of year spoken language target (100% met target).	£16,720 (see above)
1.3.1	Provide high quality	2015-2016 attainment	As a result of tailored	£13,942 (see above)

<p>1.3.2 Improved destinations options as a result of KS4 attainment.</p>	<p>challenging accreditation based at KS4.</p>	<p>and destination data indicated limited destination options as a result of low KS4 attainment. Interventions have given learners and lessons a stronger sense of purpose, learners made significant progress towards their end of year targets.</p>	<p>accreditation pathways learners achieve appropriate accreditations preparing them for a range of destination options, evidence through 2016-17 progress data. Transition tasters to be developed further, KS4 to be included in Planning Live.</p>	
<p>1.4.1 1.4.2 Improved learner resilience and confidence.</p>	<p>Provide parental engagement session on emotional wellbeing.</p>	<p>Interventions aimed to improve learners' levels of resilience and confidence has meant that learners have been more equipped to deal with challenges whether in school or at home.</p>	<p>Interventions to continue being designed to build learner resilience and confidence. Intervention evaluations and triangulated monitoring indicate that learners demonstrate improved resilience and confidence.</p>	<p>£6,952 (see above)</p>
<p>1.5.1 1.5.2 Improved learner personal and social skills</p>	<p>Transition 'taster' session identifies required personal and social skills for all post 16 options.</p>	<p>Key Stage 4 have been developing the necessary personal skills to make a successful transition to post 16 provisions.</p>	<p>Key Stage 4 learners enjoy practical, purposeful interventions that meet the personal and social needs to support decisions about post 16 options.</p>	<p>£935 (see above)</p>

			100% met all targets.	
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4. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

