



**New Line Learning Academy**  
*Believe and Achieve*

## ***Pupil Premium Statement***

“The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. “

### **KEY AIMS**

- 1. Improve attendance of PP students**
- 2. Close the gap between disadvantage and others**
- 3. Continue to support students wellbeing and welfare**

# Pupil Premium Report Overview 2017-2018

Budget: **£283,295**

## Pupil Premium Numbers in School

Total # in Cohort	Year	Male	Female	Total	% against total PP	% of PP in year group	PP MA	% PP MA against PP
107	Year 7	28	28	56	19%	52%	0	0%
102	Year 8	28	24	52	18%	51%	1	2%
107	Year 9	29	30	59	20%	55%	7	12%
131	Year 10	37	30	67	23%	51%	5	7%
123	Year 11	29	25	54	19%	44%	10	19%
570	Whole School	151	137	288	100%	51%	23	8%
	KS3	85	82	167				
	KS4	66	55	121				

### Numbers Summary

- 288 Pupil Premium pupils in school
- 51% of entire cohort are PP v National average of 28%
- There are 14 more male PP than female
- 23 MA PP a total 8% of all PP

## Data Trends for Pupil Premium

	2017			2016		
	2017 (All)	2017 (PP)	2017 (not PP)	2016 (All)	2016 (PP)	2016 (not PP)
<b>En and Ma 9-4 (A*-C)</b>	36.6%	27.7%	43.1%	30.4%	23.8%	38.5%
<b>En and Ma 9-5</b>	15.2%	14.9%	15.4%			
<b>Ebacc 4 achieved</b>	8.9%	10.6%	7.7%	2.6%	1.6%	3.8%
<b>Ebacc 5 achieved</b>	3.6%	6.4%	1.5%			
<b>Attainment 8 score</b>	35.1	32.4	37.1	37.4	34.8	40.0
<b>Progress 8 grade</b>	-0.30	-0.41	-0.21	-0.53	-0.64	-0.39
<b>English P1</b>	-0.45	-0.56	-0.21	-0.04	-0.14	0.05
<b>Maths P1</b>	-0.07	-0.37	0.14	-0.87	-0.71	-1.06
<b>EBacc P3</b>	-0.25	-0.37	-0.16	-0.79	-1.07	-0.45
<b>Open P3</b>	-0.25	-0.31	-0.20	-0.36	-0.50	-0.19
<b>Mean total points</b>	31.6	28.3	33.6	35.2	32.2	38.0
<b>Mean average points</b>	3.42	3.09	3.65	3.85	3.76	4.10

- Increase % of 9-4 in English and Maths by 3.9% for PP students
- 4+ in EBACC subjects increased by 9 %
- The gap between PP and Other was 0.25 in 2016 and this was reduced to 0.20 in 2017 an improvement of 0.05.
- Open bucket subjects are outperforming all others; this is due to the vocational approach of many of those subjects.

# Key barriers

## **In-school Barriers**

1. Communication and language – Pupils are entering school with lower language skills, this then has a knock on affect throughout the school, resulting in children needing higher levels of communication and language support.
2. Lower attainment and progress of PP children across the board. This is often attributed to lack of support at home and can translate as disruptive behaviours being displayed.
3. Engagement with reading – many children eligible for the pupil premium are reluctant readers and do not always engage in reading for pleasure – this lowers the overall attainment and progress of these children in comparison to their peers.

## **External Barriers**

4. Low attendance and lateness – 56% of pupil premium children have an attendance ate which falls below the national average of 96% Many of these children are regularly late to school.
5. Emotional wellbeing, confidence and self- esteem – A large proportion of the children eligible for the Pupil Premium have issues surrounding low confidence or lack of self-esteem. There are also many cases where home-life impacts dramatically on academic life.
6. Young Carers – A number of pupil premium children have been identified as young carers.

# Pupil Premium: Bid for Funding

Title and brief Description of project/ strategy/ intervention	Staff	Target Group	Timing	Cost	Impact of intervention
<b>Standards and Outcomes</b>					
<p><b>Revision Guides.</b> Support material given to disadvantaged students to support with additional revision.</p>	HODs	Year 11 PP	On-going	<b>£824</b>	<p>100% of year 11 PP students received revision guides for the following subjects.</p> <p>Geography – Physical Education – 5 Students Maths - Science</p> <p><b>History</b> Term 2 PP students 4% on track+ 14% on track 86% not on track.</p> <p>Term 6 it is predicted 5% will achieve on track+ 23% are on track 77% not on track.</p> <p>The revision guides should have closed the gap between on track and those not on track by 9%.</p>

<p><b>Arsenal Double Languages</b> club course. Arsenal Double Club Languages is an innovative award-winning educational programme combining football and language learning. Aiming to inspire and motivate pupils at secondary level, the programme uses Arsenal and football to show pupils that language learning can be achievable, rewarding and, above all, fun!</p>	AF/ SF/JM	Year 9 PP disengaged learners in Spanish	10 weeks approx.	<p><b>£150</b> for 30 students.          £7.50 per student for end of course trip to Emirates stadium-</p>	<p>25 students participated in the Arsenal Double Languages French club project. They were assessed through their Attitudes to Learning. 72% of the students improved their ATLs from their previous language learning and 28% of the students remained the same.</p> <p>This alternate language learning programme also has had a positive impact on the teaching of Mandarin, by withdrawing these disengaged learners the quality of T &amp; L has improved and this has had a positive impact on progress. Mandarin - T5 (88% on track/ 31% on track +) T6 (45% on track and 68% on track +).</p> <p>JO who has not accessed languages in Y8 or Y9 due to poor behaviour participated in this programme and showed a positive attitude throughout.</p>
<p><b>Drama Workshop</b> run by Splendid Productions.</p> <p>The idea is to complete the next phase of the two units of work for the BTEC year 10 group.</p>	DH	Year 10/11PP	1 day	<p>£200 + VAT</p> <p><b>£80 from PP</b></p>	<p>CC          Progress 8 before the workshop: 0.5          Charley was on track for predicted M2          Progress 8 after the workshop: 0.5          CC is on track for exceeding predicted M2.</p> <p>PG          Progress 8 before the workshop: -1.17          PG was not on track for predicted P2          Progress after the workshop: 1.08          PG has met Level his P2 prediction</p> <p>KL has missed half the school year:          Progress 8 before the workshop: 0.96          KL was on track for her predicted P2.          Progress after the workshop: -1.29</p> <p>TO          Progress 8 before the workshop: 0.07          TP was on track for his predicted P2.          Progress after the workshop: 1.57          TO is on track to exceed his predicted P2.</p> <p>LP          Progress 8 before the workshop: -1.2.          LP was on track for his predicted P2.</p>

					Progress after the workshop: 0.3. LP was on track to exceed his predicted P2.																																																				
<p><b>Progress for pounds</b></p> <p>Three students in Year 11 that have made the most progress between term 3 and term 4 data drop will receive a £25 Nando's voucher.</p>	JR	Year 11 PP	Term 4/5	<b>£150</b>	<p>This will subsequently have a positive impact on the Academy progress 8 target of -0.25.</p> <p><b>Term 4</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Term 3 P8</th> <th>Term 4 P8</th> </tr> </thead> <tbody> <tr> <td>CD</td> <td>-1.81</td> <td>0.15</td> </tr> <tr> <td>EF</td> <td>-1.21</td> <td>-0.88</td> </tr> <tr> <td>LK</td> <td>-1.26</td> <td>-0.81</td> </tr> </tbody> </table> <p><b>Term 5</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Term 4 P8</th> <th>Term 5 P8</th> </tr> </thead> <tbody> <tr> <td>HE</td> <td>-0.61</td> <td>-0.01</td> </tr> <tr> <td>AL</td> <td>0.23</td> <td>1.61</td> </tr> <tr> <td>LK</td> <td>-0.81</td> <td>0</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Term</th> <th>Overall Disadvantaged P8</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>-1.29</td> </tr> <tr> <td>4</td> <td>-1.14</td> </tr> <tr> <td>5</td> <td>-0.72</td> </tr> </tbody> </table>	Name	Term 3 P8	Term 4 P8	CD	-1.81	0.15	EF	-1.21	-0.88	LK	-1.26	-0.81	Name	Term 4 P8	Term 5 P8	HE	-0.61	-0.01	AL	0.23	1.61	LK	-0.81	0	Term	Overall Disadvantaged P8	3	-1.29	4	-1.14	5	-0.72																				
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<p><b>Year 10 art 3D project</b></p> <p><b>Willow sculptures</b></p> <p>The work forms a sculptural display out the back of the school.</p> <p>Resources to allow for PP students to access curriculum.</p> <p>2ft 750 rods = £18.50  7ft 250 rods = £18.50  4ft 425 rods = £18.50  5ft 350 rods = £18.50  - Wire 3X £3.07 = £9.21</p>	JUR JP	<p><b>Yr 10 art PP students</b></p> <p>There are 18 students out of 29 art students who are registered as PP.</p>	Term 6 Day project	<b>£83.21</b>	<table border="1"> <thead> <tr> <th>Year 8 Target</th> <th>Term 3</th> <th>Term 4</th> <th>Term 5</th> </tr> </thead> <tbody> <tr> <td>1/D</td> <td>2/S</td> <td>2/S</td> <td>3/E</td> </tr> <tr> <td>1/D</td> <td>3/D</td> <td>3/D</td> <td>3/D</td> </tr> <tr> <td>1/S</td> <td>2/S</td> <td>2/S</td> <td>2/S</td> </tr> <tr> <td>2/D</td> <td>3/E</td> <td>3/D</td> <td>3/M</td> </tr> <tr> <td>E/S</td> <td>1/D</td> <td>1/M</td> <td>1/M</td> </tr> <tr> <td>3/D</td> <td>3/E</td> <td>3/D</td> <td>3/S</td> </tr> <tr> <td>1/D</td> <td>1/M</td> <td>2/E</td> <td>2/E</td> </tr> <tr> <td>4/S</td> <td>4/E</td> <td>4/E</td> <td>4/S</td> </tr> <tr> <td>2/D</td> <td>3/E</td> <td>3/D</td> <td>3/D</td> </tr> <tr> <td>2/S</td> <td>2/d</td> <td>2/s</td> <td>3/S</td> </tr> <tr> <td>4/E</td> <td>3/E</td> <td>3/E</td> <td>3/M</td> </tr> <tr> <td>2/D</td> <td>3/M</td> <td>4/E</td> <td>4/S</td> </tr> </tbody> </table>	Year 8 Target	Term 3	Term 4	Term 5	1/D	2/S	2/S	3/E	1/D	3/D	3/D	3/D	1/S	2/S	2/S	2/S	2/D	3/E	3/D	3/M	E/S	1/D	1/M	1/M	3/D	3/E	3/D	3/S	1/D	1/M	2/E	2/E	4/S	4/E	4/E	4/S	2/D	3/E	3/D	3/D	2/S	2/d	2/s	3/S	4/E	3/E	3/E	3/M	2/D	3/M	4/E	4/S
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<p><b>Year 11 intervention</b> raffle slips. Once an intervention session is completed students will receive an intervention slip. Three slips will be drawn out within an end of term raffle to receive a £25 Nando's voucher.</p>	JR	Year 11PP	Term 4/5	<b>£150</b>	<table border="1"> <thead> <tr> <th></th> <th>P8</th> <th>A8</th> <th>En + Ma 9-5</th> <th>En + Ma 9-4</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>-0.13</td> <td>37.16</td> <td>34%</td> <td>20%</td> </tr> <tr> <td>Disadvantaged</td> <td>-0.35</td> <td>33.17</td> <td>27%</td> <td>18%</td> </tr> <tr> <td>Non-Disadvantaged</td> <td>0.05</td> <td>40.19</td> <td>40%</td> <td>21%</td> </tr> </tbody> </table>		P8	A8	En + Ma 9-5	En + Ma 9-4	All	-0.13	37.16	34%	20%	Disadvantaged	-0.35	33.17	27%	18%	Non-Disadvantaged	0.05	40.19	40%	21%				
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<p><b>Solutions mind-set</b> An external speaker who has worked within the remit of developing resilience in professional athletes. This including working with the England National Team squads. This will have a direct impact on raising and improving student achievement.</p>	JR	Year 11PP	Term 5	<b>£500</b>	<p>Term 4 predicted P8 score of -0.58 P8 outcomes of -0.35</p> <p>Improvement of +0.23</p>																								
<p><b>Exam Equipment</b> Equipment for Year 11 students for their GCSE examinations. This equipment will be monitored by the exams officer and only used for exam use. All equipment will be monitored to be used in future used.</p>	JR PD	Year 11 PP students	GCSE exam series 2018	<b>£1,308</b>	<table border="1"> <thead> <tr> <th></th> <th>P8</th> <th>A8</th> <th>En + Ma 9-5</th> <th>En + Ma 9-4</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>-0.13</td> <td>37.16</td> <td>34%</td> <td>20%</td> </tr> <tr> <td>Disadvantaged</td> <td>-0.35</td> <td>33.17</td> <td>27%</td> <td>18%</td> </tr> <tr> <td>Non-Disadvantaged</td> <td>0.05</td> <td>40.19</td> <td>40%</td> <td>21%</td> </tr> </tbody> </table>		P8	A8	En + Ma 9-5	En + Ma 9-4	All	-0.13	37.16	34%	20%	Disadvantaged	-0.35	33.17	27%	18%	Non-Disadvantaged	0.05	40.19	40%	21%				
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<p><b>Brilliant Club</b> Launch day at Royal Holloway London, PHD mentoring for one hour a week. PHD student marking of end project aimed at key stage above. Marked in line with university scores – first, 2:1 etc.</p> <p>Final graduation day at Russel group university.</p>	MJR	<p>Pupil Premium UPA/MPA - Grammar Stream</p> <p>4/12 selected students PP</p>	<p>April 19<sup>th</sup> onwards.</p> <p>6 one hour tutor sessions, one hour feedback</p>	<b>£1920</b>	<p>Analysis of improvement in Grades in History and English after engagement with Scholars Programme</p> <table border="1"> <thead> <tr> <th rowspan="2">Name</th> <th colspan="2">History</th> <th colspan="2">English</th> </tr> <tr> <th>Before</th> <th>After</th> <th>Before</th> <th>After</th> </tr> </thead> <tbody> <tr> <td>AT</td> <td>E/E</td> <td>1/D</td> <td>1/D</td> <td>2/M</td> </tr> <tr> <td>HS</td> <td>E/E</td> <td>1/M</td> <td>1/M</td> <td>3/E</td> </tr> <tr> <td>KW</td> <td>1/S</td> <td>3/E</td> <td>2/E</td> <td>2/M</td> </tr> </tbody> </table>	Name	History		English		Before	After	Before	After	AT	E/E	1/D	1/D	2/M	HS	E/E	1/M	1/M	3/E	KW	1/S	3/E	2/E	2/M
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			session followed by graduation visit.		<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 10%;">TN</td> <td style="width: 10%;">1/S</td> <td style="width: 10%;">3/D</td> <td style="width: 10%;">1/D</td> <td style="width: 10%;">2/M</td> </tr> </table> <p>Grammar Stream Survey shows that 92 % of Scholars programme students want to attend Further Education after NLL.</p> <p>4/10 Achieved a 2:1 or higher.</p> <p>Students displayed a 12% increase in their subject knowledge and critical thinking skills.</p>	TN	1/S	3/D	1/D	2/M
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<p><b>English Key Text</b>            The funding will allow for the English department to give students better access to key challenging texts which we are trying to reintroduce at both KS3 and KS4. At present, we have very few, old copies of these texts, some of which cannot be used due to the condition, meaning that we often have a number of students sharing a book. This has a negative impact on the engagement of pupils. The funding would provide PP students with access to these key texts and to develop their wider reading of whole texts and literacy skills. Without copies of the text, key students will not have access to the reading of full novels.</p> <p>40 copies of Journey's End            40 copies of Of Mice and Men            40 copies of The Boy in Striped Pyjamas</p>	LG	All PP Students	Long Term Impact- The texts will be used for a number of years to give PP students the access to a wide and varied curriculum .	<b>£728.40</b>	<p>English Progress check 3 (March):            Year 7 Disadvantaged:            On track – 93%            On track + – 79%            Not on track – 7%</p> <p>Year 8            Disadvantaged:            On track – 67%            On track + – 53%            Not on track – 33%</p> <p>English Progress check 5 (July):            Year 7 Disadvantaged:            On track – 93%            On track + – 86%            Not on track – 7%</p> <p>Year 8 Disadvantaged:            On track – 80%            On track + – 64%            Not on track – 20%</p> <p>Year 7: There has been a 7% rise in the number of disadvantage pupils on track + in English.            Year 8: There has been a 13% rise in disadvantaged pupils on track, and a 22% rise in the number of disadvantaged pupils on track +.</p> <p>All year 7 form groups that have taken part in the Buster's book club reading initiative have reported a larger number of pupils now reading weekly,</p>					

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<p><b>Books for Buster’s Book Club</b> reading initiative</p> <p>The book club encourages pupils to read every week, and offers prizes to those who meet/exceed their targets.</p> <p>Set of class books to improve reading within lessons.</p>	LM CO	Year 7 PP, to follow through to year 8 disadvantaged pupils	May – end of 2019 academic year.	<b>£684.63</b>	<p><b>English Progress check 3 (March):</b>  <u>Year 7 Disadvantaged:</u>  On track – 93%  On track + – 79%  Not on track – 7%</p> <p><u>Year 8 Disadvantaged:</u>  On track – 67%  On track + – 53%  Not on track – 33%</p> <p><b>English Progress check 5 (July):</b>  <u>Year 7 Disadvantaged:</u>  On track – 93%  On track + – 86%  Not on track – 7%</p> <p><u>Year 8 Disadvantaged:</u>  On track – 80%  On track + – 64%  Not on track – 20%</p> <p>Year 7: There has been a 7% rise in the number of disadvantage pupils on track + in English.  Year 8: There has been a 13% rise in disadvantaged pupils on track, and a 22% rise in the number of disadvantaged pupils on track +.</p> <p>All year 7 form groups that have taken part in the Buster’s book club reading initiative have reported a larger number of pupils now reading weekly,  This project was implemented quite late in the year, and it is still being developed to be as effective as possible.</p>

<p><b>PE GO PRO</b> This will allow disadvantaged students to review and analyse performance for their coursework and practical assessments.</p>	JA	GCSE PE / Health and Fitness PP students.	Term 6 2018	<b>£661.93</b>	<table border="1" data-bbox="1505 130 2063 371"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="3">PP</td> <td>P8</td> <td><b>-0.61</b></td> </tr> <tr> <td>4+</td> <td>75%</td> </tr> <tr> <td>5+</td> <td>25%</td> </tr> <tr> <td rowspan="3">Non PP</td> <td>P8</td> <td><b>-1.23</b></td> </tr> <tr> <td>4+</td> <td>91%</td> </tr> <tr> <td>5+</td> <td>55%</td> </tr> </table> <p>Exam results showed that practical grades allowed students to improve on overall performance and improve in individual practical assessments.</p>				PP	P8	<b>-0.61</b>	4+	75%	5+	25%	Non PP	P8	<b>-1.23</b>	4+	91%	5+	55%																							
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<p><b>Field work equipment</b> is required for the GCSE Geography students to collect data. The field work is an integral and compulsory aspect of Unit 3. There is currently no field work equipment within the department</p>	RC, JS and HLG	PP students within Yr10 classes.	Term 6	<b>£331.93</b>	<p>Of these 10 students, 7 attended (70%). The opportunity was provided for all students to participate in the fieldtrip. Those who did, achieved their objective: to collect primary data in the field using appropriate field work equipment. Each class had a full set of equipment, and all students worked productively in teams to record the data.</p> <p>This skills acquired will be examined in Unit 3, June 2019</p>																																								
<p><b>Light box for PP intervention club</b> KS3 target year 9 students who have opted for GCSE and who need to improve their observation skills.</p>	JUR JP	Year 9 art PP student	Term 6	<b>£189</b>	<p>39 % on track before the project 94% on track after the project</p>																																								
<p><b>English Tuition</b> Students will receive small group tuition in preparation for their exams.</p>	LG	Year 11 PP students	Term 5	<b>£720</b>	<table border="1" data-bbox="1588 963 2049 1361"> <thead> <tr> <th></th> <th>Target</th> <th>Prediction</th> <th>Actual</th> <th>Ris</th> </tr> </thead> <tbody> <tr> <td>KA</td> <td>6</td> <td>6</td> <td>6</td> <td>0</td> </tr> <tr> <td>JB</td> <td>6</td> <td>4</td> <td>5</td> <td>-1</td> </tr> <tr> <td>DP</td> <td>5</td> <td>5</td> <td>5</td> <td>0</td> </tr> <tr> <td>ST</td> <td>6</td> <td>3</td> <td>5</td> <td>-1</td> </tr> <tr> <td>AL</td> <td>5</td> <td>5</td> <td>6</td> <td>+1</td> </tr> <tr> <td>KC</td> <td>4</td> <td>4</td> <td>6</td> <td>+2</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>+1</td> </tr> </tbody> </table> <p>Students that received tuition received on average 1 grade higher than their target grade.</p>		Target	Prediction	Actual	Ris	KA	6	6	6	0	JB	6	4	5	-1	DP	5	5	5	0	ST	6	3	5	-1	AL	5	5	6	+1	KC	4	4	6	+2					+1
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				+1																																									

<p><b>Maths escape rooms</b> Carousel of maths logic activities and escape room task for year 10. To improve problem solving skills and provide engaging way of solving mathematical problems. Enhance enquiry based learning.</p>	RH	Year 10 PP	1 whole school day	<b>£1445</b>	<p>The puzzle day took place after the end of year exams but we did, as a department notice an increase in engagement for puzzle type logic problems which we gave to the students in the last 2 weeks of the summer term. We particularly noticed that their perseverance to solve tasks had increased possibly due to their problem solving success the previous week during the puzzle day. Part of the Ofsted action plan for the maths department recommends increasing the amount of problem solving tasks and we feel that this is something we can improve in the department by purchasing resources from the puzzle company and arranging puzzle days throughout 2018/19 for years 8 and 9.</p>
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Title and brief Description of project/ strategy/ intervention	Staff	Target Group	Timing	Cost	Impact of intervention															
<b>Attendance</b>																				
<p><b>Attendance to After School Club NCFE Food &amp; Cookery</b> Wednesday Nights from 3pm-5pm</p> <p>Taxi to be provided as student is unable to get transport home. Lives some distance from school</p>	HAT	Disadvantaged, underperforming student Year 11 (JL)	21 <sup>st</sup> Feb 18 28 <sup>th</sup> Feb 18 7 <sup>th</sup> Mar 18 4 <sup>th</sup> Mar 18 21 <sup>st</sup> Mar 18	<b>£84</b>	<p>Student attended 100% of after school interventions and achieved a 2 grades above target.</p> <p>Target: Pass Achieved: Distinction</p>															
<p><b>Morning Pick UP</b> A mini bus pick service for student with low attendance. Students will be picked up and be given a free breakfast to encourage morning attendance marks.</p> <p>+ 9 day reward scheme</p>	EB / TS	PP students with low attendance	Every morning 7:00-8:30	<p><b>Staff</b> <b>£461.20</b></p> <p><b>Food</b> <b>£420</b></p> <p><b>Total</b> <b>£881.20</b></p>	<table border="1" data-bbox="1505 545 2114 748"> <thead> <tr> <th>Term</th> <th>Termly Attendance %</th> <th>Mini Bus Attendance %</th> </tr> </thead> <tbody> <tr> <td>Term 3</td> <td>87.27</td> <td>87.27</td> </tr> <tr> <td>Term 4</td> <td>84.97</td> <td>86.34</td> </tr> <tr> <td>Term 5</td> <td>88.20</td> <td>87.99</td> </tr> <tr> <td>Term 6</td> <td>86.67</td> <td>87.30</td> </tr> </tbody> </table> <p>Attendance sat around 86% termly. This was affected by student exclusions and other safeguarding support that prevented students accessing the mini buss. Students that accessed the mini buss regularly did improve attendance.</p>	Term	Termly Attendance %	Mini Bus Attendance %	Term 3	87.27	87.27	Term 4	84.97	86.34	Term 5	88.20	87.99	Term 6	86.67	87.30
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<p><b>Attendance group Rewards</b></p> <p>Rewards for targets disadvantaged students to increase motivation to attend school.</p>	EB	Mini bus group. 15	Term 3	<b>£354.25</b>	<table border="1" data-bbox="1505 1045 1942 1248"> <thead> <tr> <th>Term</th> <th>Number of pupils 92+ Attendance</th> </tr> </thead> <tbody> <tr> <td>Term 3</td> <td>5</td> </tr> <tr> <td>Term 4</td> <td>6</td> </tr> <tr> <td>Term 5</td> <td>6</td> </tr> <tr> <td>Term 6</td> <td>5</td> </tr> </tbody> </table>	Term	Number of pupils 92+ Attendance	Term 3	5	Term 4	6	Term 5	6	Term 6	5					
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<p><b>Focus Fortnight Attendance Challenge – T3</b></p> <p>The whole school is challenged to attend school for the first 7 days of T3 and receive a reward at break time of their choice</p>	EB	All PP	7 days between 4/1/18 – 12/1/18	<b>£544.24</b>	<table border="1" data-bbox="1505 132 2123 292"> <thead> <tr> <th>Dates</th> <th>16/17</th> <th>17/18</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>04/01/18</td> <td>88.99</td> <td>93.12</td> <td>+4.13</td> </tr> <tr> <td>12/01/18</td> <td>87.41</td> <td>90.83</td> <td>+3.42</td> </tr> <tr> <td></td> <td>-1.58</td> <td>-2.29</td> <td></td> </tr> </tbody> </table> <p>The first focus fortnight</p>	Dates	16/17	17/18	Diff	04/01/18	88.99	93.12	+4.13	12/01/18	87.41	90.83	+3.42		-1.58	-2.29	
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<p><b>Focus Fortnight Attendance Challenge – T4</b></p> <p>The whole school is challenged to attend school for the last 8 days of T4 and receive 2 rewards at break time of Popcorn and a crème egg, and a prize draw held for each year group at Lunch time. Prize draw consists of 3 x prizes per year group – 1<sup>st</sup> prize - £20 voucher, 2<sup>nd</sup> Prize - £10 voucher, 3<sup>rd</sup> Prize – Easter egg</p>	EB	All PP	7 days between 19/3/18 – 28/3/18	<p>Easter Eggs – 3<sup>rd</sup> Prize - £12</p> <p>Crème Eggs – reward at break time - £70</p> <p>Vouchers - £150</p> <p>Total: <b>£232</b></p>	<table border="1" data-bbox="1505 392 2123 552"> <thead> <tr> <th>Dates</th> <th>16/17</th> <th>17/18</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>19/03/18</td> <td>90.02</td> <td>93.40</td> <td>+3.38</td> </tr> <tr> <td>28/03/18</td> <td>85.40</td> <td>90.90</td> <td>+5.50</td> </tr> <tr> <td></td> <td>-4.62</td> <td>-2.50</td> <td></td> </tr> </tbody> </table>	Dates	16/17	17/18	Diff	19/03/18	90.02	93.40	+3.38	28/03/18	85.40	90.90	+5.50		-4.62	-2.50	
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<p><b>Focus Fortnight Attendance Challenge – T5</b></p> <p>The whole school is challenged to attend school for 9 days during the middle of T5 and receive 2 rewards at break time of Popcorn and a crème egg or chocolate bar, and a prize draw held for each year group at Lunch time. Prize draw consists of 3 x prizes per year group – 1<sup>st</sup> prize - £20 voucher, 2<sup>nd</sup> Prize - £10 voucher, 3<sup>rd</sup> Prize – movie hamper</p>	EB	All PP	9 days between 30/4/18 – 11/5/18	<p>Movie hampers - £50</p> <p>Chocolate bars reward at break time - £50</p> <p>Vouchers - £150</p> <p>Total: <b>£250</b></p>	<table border="1" data-bbox="1505 766 2123 925"> <thead> <tr> <th>Dates</th> <th>16/17</th> <th>17/18</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>08/05/18</td> <td>88.03</td> <td>90.80</td> <td>+2.77</td> </tr> <tr> <td>18/05/18</td> <td>88.10</td> <td>91.80</td> <td>+3.70</td> </tr> <tr> <td></td> <td>+0.07</td> <td>+1.00</td> <td></td> </tr> </tbody> </table>	Dates	16/17	17/18	Diff	08/05/18	88.03	90.80	+2.77	18/05/18	88.10	91.80	+3.70		+0.07	+1.00	
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<p><b>Focus Fortnight Attendance Challenge – T6</b></p> <p>The whole school is challenged to attend school for 10 days during T6 and receive 2 rewards at break time of Popcorn and a ice lolly, and a prize draw held for each year group at Lunch time. Prize draw consists of 3 x prizes per year group – 1<sup>st</sup> prize - £30 voucher, 2<sup>nd</sup> Prize - £20 voucher, 3<sup>rd</sup> Prize – £10 voucher</p>	EB	All PP	Week 4 and 5 Term 6.	<p>240 vouchers 150 ice lollies <b>£390</b></p>	<table border="1" data-bbox="1505 1139 2123 1299"> <thead> <tr> <th>Dates</th> <th>16/17</th> <th>17/18</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>25/06/18</td> <td>87.99</td> <td>93.23</td> <td>+5.24</td> </tr> <tr> <td>06/07/18</td> <td>86.99</td> <td>91.12</td> <td>+4.13</td> </tr> <tr> <td></td> <td>-1.00</td> <td>-2.11</td> <td></td> </tr> </tbody> </table>	Dates	16/17	17/18	Diff	25/06/18	87.99	93.23	+5.24	06/07/18	86.99	91.12	+4.13		-1.00	-2.11	
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<p><b>95% attendance</b>, three students in Year 11 will be drawn out of a raffle to receive a £25 Nando's voucher.</p>	JR	Year 11 PP	Term 4/5	<b>£150</b>	<p>66 PP Students maintained a 95+ attendance in Term 4</p> <p>62 PP Students maintained a 95+ attendance in Term 5</p>																								
<p><b>Travel to school</b> Students have been given bus passes and taxis to allow students to be able to get to school. This has been personalised to the individual student based on their needs.</p>	SF	Targeted PP students	On going	<b>£693.20</b>	<table border="1" data-bbox="1505 272 1805 453"> <tr><td>EG</td><td></td></tr> <tr><td>Term 4</td><td>100%</td></tr> <tr><td>Term 5</td><td>96.55%</td></tr> <tr><td>Term 6</td><td>82.86%</td></tr> <tr><td>Overall</td><td>82.19%</td></tr> </table> <table border="1" data-bbox="1505 485 1805 665"> <tr><td>BB</td><td></td></tr> <tr><td>Term 4</td><td>90%</td></tr> <tr><td>Term 5</td><td>96.55%</td></tr> <tr><td>Term 6</td><td>94.29%</td></tr> <tr><td>Overall</td><td>92.05%</td></tr> </table>	EG		Term 4	100%	Term 5	96.55%	Term 6	82.86%	Overall	82.19%	BB		Term 4	90%	Term 5	96.55%	Term 6	94.29%	Overall	92.05%				
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<p><b>Attendance vouchers</b> Vouchers are used as rewards for 100% attendance on weekly basis. Students are set targets for each week and for each term if these targets are met vouchers are given to encourage students to attend school.</p>	SF	Mini buss group/focus fortnight additions	On going	<b>£500</b>	<table border="1" data-bbox="1505 730 2114 935"> <thead> <tr> <th>Term</th> <th>Termly Attendance %</th> <th>Mini Bus Attendance %</th> </tr> </thead> <tbody> <tr><td>Term 3</td><td>87.27</td><td>87.27</td></tr> <tr><td>Term 4</td><td>84.97</td><td>86.34</td></tr> <tr><td>Term 5</td><td>88.20</td><td>87.99</td></tr> <tr><td>Term 6</td><td>86.67</td><td>87.30</td></tr> </tbody> </table>	Term	Termly Attendance %	Mini Bus Attendance %	Term 3	87.27	87.27	Term 4	84.97	86.34	Term 5	88.20	87.99	Term 6	86.67	87.30									
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<p><b>Tablets</b> Tablets are given as an end of year reward for those students on 100% attendance.</p>	SF/EB	All PP	Sept to	<b>£1148.90</b>	<p>There is little evidence to show the impact of this project as it is on-going into 2018 – the impact of this will be recorded on next year's PP report.</p>																								
<p><b>100 for £100</b> Students that receive 100 attendance marks will be entered into a draw to win £100. £50 will be awarded to the parent and £50 to the student.</p>	SF	All PP	Last 50 days of term.	<b>£500</b>	<table border="1" data-bbox="1505 1160 2130 1406"> <thead> <tr> <th>Year Group</th> <th>Number 100%</th> <th>Number PP 100%</th> <th>Percentage of group PP</th> </tr> </thead> <tbody> <tr><td>7</td><td>34</td><td></td><td></td></tr> <tr><td>8</td><td>28</td><td>14</td><td>50%</td></tr> <tr><td>9</td><td>29</td><td>10</td><td>34%</td></tr> <tr><td>10</td><td>39</td><td>16</td><td>41%</td></tr> <tr><td>11</td><td>66</td><td>43</td><td>65%</td></tr> </tbody> </table> <p>- Year 8 and 11 are all in line with others.</p>	Year Group	Number 100%	Number PP 100%	Percentage of group PP	7	34			8	28	14	50%	9	29	10	34%	10	39	16	41%	11	66	43	65%
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<p><b>Taxis for exams</b></p> <p>The two students above have arrangements within the Academy to attend school by 9am. During the exam season these students will be required to be in school at 8:30am at the latest.</p> <p>By providing a taxi for these two students to arrive at NLL by 7:30am they are then able to access a masterclass session before their examination and be on time.</p> <p>This will also reduce their stress and anxieties before their exam takes place.</p>	JR	Year 11 PP students	May/June – for their GCSE examinations.	<p>(Yalding) - £173.80</p> <p>Vinters Park) - £92.40</p> <p>This is for single taxi fares for 11 mornings.</p> <p>Total cost: <b>£266.20</b></p>	All students had 100% attendance to exams.



Title and brief Description of project/ strategy/ intervention	Staff	Target Group	Timing	Cost	Impact of intervention																																
<b>Welfare</b>																																					
<b>NLL Shop</b> Set up and running of The NLL shop at Reception to sell stationary , 360s and Ties to all students who arrive to school without the necessary equipment.	HS	All PP	Open the shop at the start of Term 5 and School Council students will run the shop every day	Purchase of stationary to be sold in the NLL shop. Initial outlay of  <b>£35</b>	Students were able to access equipment to allow them to access learning. Students that forgot or required additional equipment have been provided with correct equipment to support the preparation for learning.																																
<b>Uniform Stock</b> To have a stock of spare uniform to lend or give to Pupil premium students who cannot afford to purchase the correct uniform items	Inclusion team, Student Support Managers, PDBW ALT leads	All PP	ASAP and Ongoing	<b>£500</b>	Uniform has improved school wide. Students have used this to ensure they meet the requirements of the uniform policy and look ready to learn.																																
<b>Food and Cookery Ingredients</b> The supply of ingredients in practical cookery lessons	HAT	Disadvantaged, underperforming students Years 7/8/9 & 11 (JL)	September 17-July 18	<b>£350</b>	Year 7 PP students – ingredients provided average points 0.59 No ingredients average points 0.55  Year 8 PP students – ingredients provided average points 0.99 No ingredients average points 0.86  Year 9 didn't make any difference, once attendance taken into account																																
<b>PE and Dance Spare kit</b> The spare kit will allow disadvantaged students to have kit to ensure that participation levels are high.	SF	All PP	On going	<b>£700.76</b>	Dance average ATL impact <table border="1" data-bbox="1505 1150 2134 1289"> <thead> <tr> <th></th> <th>TERM 3</th> <th>TERM 6</th> <th>DIFF</th> </tr> </thead> <tbody> <tr> <td><b>YEAR 7</b></td> <td>1.81</td> <td>1.70</td> <td>-0.11</td> </tr> <tr> <td><b>YEAR 8</b></td> <td>2.26</td> <td>1.64</td> <td>-0.62</td> </tr> <tr> <td><b>YEAR 9</b></td> <td>1.52</td> <td>1.47</td> <td>-0.05</td> </tr> </tbody> </table> PE average ATL impact <table border="1" data-bbox="1505 1353 2134 1487"> <thead> <tr> <th></th> <th>TERM 3</th> <th>TERM 6</th> <th>DIFF</th> </tr> </thead> <tbody> <tr> <td><b>YEAR 7</b></td> <td>1.47</td> <td>1.68</td> <td>+0.21</td> </tr> <tr> <td><b>YEAR 8</b></td> <td>1.48</td> <td>1.60</td> <td>+0.13</td> </tr> <tr> <td><b>YEAR 9</b></td> <td>1.93</td> <td>2.00</td> <td>+0.07</td> </tr> </tbody> </table>		TERM 3	TERM 6	DIFF	<b>YEAR 7</b>	1.81	1.70	-0.11	<b>YEAR 8</b>	2.26	1.64	-0.62	<b>YEAR 9</b>	1.52	1.47	-0.05		TERM 3	TERM 6	DIFF	<b>YEAR 7</b>	1.47	1.68	+0.21	<b>YEAR 8</b>	1.48	1.60	+0.13	<b>YEAR 9</b>	1.93	2.00	+0.07
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					Although impact on ATL has been minimal the students have been able to access PE and Dance lessons more regularly. This will be revied again next academic year to ensure that students are accessing more practical lessons and make progress as result of having kit for PE and Dance																								
<b>Hardship</b> To provide uniform, equipment, revision guides, book, activity days, school trip costs for disadvantaged students, equipment, revision guides as required on an individual basis.	SM	All PP	On going	<b>£1000</b>	Students have been provided correct uniform and equipment to allow students to develop a sense of belonging to the school.																								
<b>Summer school</b> for Year 6 students who will be joining the academy in September. The idea is to help students to become familiar with the environment and make them feel more comfortable with the transition to Secondary school	SM	Year 6 students	Summer	<b>£3500</b>	<table border="1"> <thead> <tr> <th>Question</th> <th>YES %</th> <th>NO %</th> </tr> </thead> <tbody> <tr> <td>Did you enjoy your time at summer school?</td> <td>100</td> <td></td> </tr> <tr> <td>Do you feel summer school helped you prepare for your time at New Line Learning?</td> <td>98.28</td> <td>1.72</td> </tr> <tr> <td>Do you know what WALT and WILFS are?</td> <td>89.66</td> <td>10.34</td> </tr> <tr> <td>Do you know how the SWAT and Rewards systems work?</td> <td>87.72</td> <td>12.28</td> </tr> <tr> <td>Did summer school help you make new friends?</td> <td>94.83</td> <td>5.17</td> </tr> <tr> <td>Do you feel more confident being at New Line Learning?</td> <td>98.26</td> <td>1.72</td> </tr> <tr> <td>Would you recommend summer school to other year 6's?</td> <td>100</td> <td></td> </tr> </tbody> </table>	Question	YES %	NO %	Did you enjoy your time at summer school?	100		Do you feel summer school helped you prepare for your time at New Line Learning?	98.28	1.72	Do you know what WALT and WILFS are?	89.66	10.34	Do you know how the SWAT and Rewards systems work?	87.72	12.28	Did summer school help you make new friends?	94.83	5.17	Do you feel more confident being at New Line Learning?	98.26	1.72	Would you recommend summer school to other year 6's?	100	
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Do you feel more confident being at New Line Learning?	98.26	1.72																											
Would you recommend summer school to other year 6's?	100																												
<b>Theatre Trip</b> Students are given the enrichment opportunity to attend a theatre show in London. Funding will reduce cost for PP students' tickets and travel.	NH	Year 11 Drama PP students	18 <sup>th</sup> June	<b>£200</b>	Students received an experience that they would not have got had this funding not be used to provide tickets and transport for those pp students. 100% of PP students from drama attended.																								

<p><b>Big Bang Fair south east</b> Day involves over 180 drop in activities provided by local companies, education institutions and professional bodies as well as workshops and exciting science demonstrations.</p>	<p>HL J Mc</p>	<p>Year 7 PP students</p>	<p>Thursday 28<sup>th</sup> June Leaving school 8.30am Arriving back ~4pm</p>	<p><b>£500</b></p>	<p>Grades for term 5/term 6 for the PP students in class:</p> <table border="1" data-bbox="1505 161 1904 558"> <thead> <tr> <th>Previous grade</th> <th>Grade after</th> </tr> </thead> <tbody> <tr><td>EM</td><td>1D</td></tr> <tr><td>EM</td><td>1E</td></tr> <tr><td>1D</td><td>1S</td></tr> <tr><td>EM</td><td>1M</td></tr> <tr><td>1E</td><td>1D</td></tr> <tr><td>1D</td><td>1D</td></tr> <tr><td>1D</td><td>1S</td></tr> <tr><td>1M</td><td>2E</td></tr> <tr><td>1D</td><td>1S</td></tr> </tbody> </table> <p>On average pupils made 1 sub-level of progress.</p> <p>For maximum impact, I think it would be more beneficial for trips to be run earlier in the year.</p>	Previous grade	Grade after	EM	1D	EM	1E	1D	1S	EM	1M	1E	1D	1D	1D	1D	1S	1M	2E	1D	1S
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<p><b>Year 10 Gallery visit</b>  Year 10 Gallery visit to investigate the work of artist, crafts people and designers – Assessment Objective 1 AQA GCSE art and design.</p> <p>Students view, observe and record artwork from direct observation.</p> <p>These observations link to their ideas and artwork which increases their AO1 coursework mark. This will have a direct impact on their progress because they will be able to reference the artwork of others directly.</p>	<p>JUR JP</p>	<p>Year 10 GCSE Art PP students</p>	<p>29<sup>th</sup> June 2018</p>	<p><b>£120</b></p>	<table border="1" data-bbox="1505 150 1908 507"> <thead> <tr> <th data-bbox="1505 150 1608 379">GCSE Target Grade</th> <th data-bbox="1608 150 1709 379">Year 10 target</th> <th data-bbox="1709 150 1809 379">Term 5</th> <th data-bbox="1809 150 1908 379">Term 6</th> </tr> </thead> <tbody> <tr> <td data-bbox="1505 379 1608 422">6</td> <td data-bbox="1608 379 1709 422">5/S</td> <td data-bbox="1709 379 1809 422">4/S</td> <td data-bbox="1809 379 1908 422">4/M</td> </tr> <tr> <td data-bbox="1505 422 1608 466">6</td> <td data-bbox="1608 422 1709 466">5/S</td> <td data-bbox="1709 422 1809 466">5/E</td> <td data-bbox="1809 422 1908 466">5/S</td> </tr> <tr> <td data-bbox="1505 466 1608 507">5</td> <td data-bbox="1608 466 1709 507">4/S</td> <td data-bbox="1709 466 1809 507">5/E</td> <td data-bbox="1809 466 1908 507">5/D</td> </tr> </tbody> </table> <p>On average students have made 1 sub-level of progress.</p>	GCSE Target Grade	Year 10 target	Term 5	Term 6	6	5/S	4/S	4/M	6	5/S	5/E	5/S	5	4/S	5/E	5/D
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