

PRIORITY	SUCCESS CRITERIA	PROGRESS TOWARDS SUCCESS CRITERIA
Students entering Bulmershe and indicated as in need of catch up receive early years intervention to accelerate their learning experience to levels closer to their secondary ready peers.	Pupils eligible for PP in Year 7 and 8 make more progress by the end of the year than 'other' pupils across all subjects especially Eng and Maths and at least 70 / 30 expected /good.	Yr 7 AT2 tracking showed that in Art, Drama, Geog, History, Maths, P.E, R.S, MFL and Tech PP students are making better progress towards target than non PP others, English and Science the same. SP1 tracking (Core and Hums) shows that In English, Geog, History, PP students on average 0.3 grades better towards target than their non disadvantaged peers. Science are making the same progress to target and our Mathematicians 0.1 grades below their peers in progress to target.
End of year 11 for low attainers in Maths to show at least 70 % expected progress, and at least not worse than, on average, those above level 4	Pupils eligible for PP identified as Low attaining from KS2 levels / raw scores make as much progress as 'other', across Key Stage 3, so that 50% or above are on track for 4 levels of progress by the end of KS4. Where they are not, the department is putting in place effective interventions.	Low attainers generally making expected progress to target in Maths. PP low attainers still a target group- Interventions are in place but first mock result did not show sufficient impact yet.  Other year groups Low prior attainment disadvantaged 7 LA- Same progress to target as school others 8LA- better progress to target than school others 9LA- Same progress to target as school others 10 LA- Variable progress to target amongst the sub groups.
Decrease in Exclusions and GAP in behavioural sanctions between PP and non PP across all measures, especially for withdrawals and exclusions	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Evidenced each half term through the pastoral report as minimum	For the academic year 2015/16. Exclusions  Behavioural sanctions for PP students are dropping this year each tracking period and are moving steadily towards target.
All students who receive inclusion intervention to have made progress in their development against their perceived difficulty and to have CAPIT forms and appropriate evidence of intervention and impact	Reduced numbers of students in IER and withdrawal and certainly reduction in repeat offences by individuals	The percentages of disadvantaged students engaged in intervention has risen and the inclusion team are measuring impact to inform further support. Repeat offenders are receiving more variety of internal and external interventions
All students to receive timely effective feedback from classroom teachers and DIRT time respond to it effectively	100% of books sampled by SLT quality assurance show required feedback and student response with books clearly showing progress.	Work scrutiny term 1 showed feedback and good progress however practices were inconsistent across departments. Work scrutiny term 2 showed a similar pattern and our specific work with the PP sample was used as exemplar material.
Students identified as High ability on entry have progress 8 scores in line with national others at the end of KS4 course	Current year 11 cohort and subsequent cohorts progress 8 scores to reflect firstly those of more able in the school and then to match those of national others	These are a very important group who have received AHT intervention through the "Aim for Higher" programme- An internal support group to ensure progress to target is being made. Current Yr11 Progress to target is stable (spring tracking) 10- Progress to target is improving (spring tracking) 9- Progress to target is improving 8- Progress to target matches others 7 - progress to target matches others

<p>Greater parental contact and influence on their child's education.</p>	<p>100 % attendance at school of parents of PP children even if it has to occur at a time around rather than exactly on the event.</p>	<p>43 % attendance PP year 11 parents evening 2015/16 up to 78% PP attendance 2016.17. data comparisons on other evenings as they arise.</p> <p>Alternative parents evenings and relentless parental contact responsible.</p>																		
<p>Increased attendance rates for pupils eligible for PP.</p>	<p>Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 89% to 93% in line with 'other' pupils.</p>	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 30%;">Year group</th> <th style="width: 30%;">Current</th> <th style="width: 40%;">EOY 15.16</th> </tr> </thead> <tbody> <tr> <td>7</td> <td style="background-color: #92d050;">94.2</td> <td>92.6</td> </tr> <tr> <td>8</td> <td style="background-color: #92d050;">94.5</td> <td>90.4</td> </tr> <tr> <td>9</td> <td style="background-color: #92d050;">89.1</td> <td>87.6</td> </tr> <tr> <td>10</td> <td style="background-color: #ff0000;">87.4</td> <td>88.6</td> </tr> <tr> <td>11</td> <td style="background-color: #92d050;">91.2</td> <td>88.4</td> </tr> </tbody> </table> <p>So far PP students are attending better than last year with the exception of year 10 who are heavily affected by 3 school refusers .</p>	Year group	Current	EOY 15.16	7	94.2	92.6	8	94.5	90.4	9	89.1	87.6	10	87.4	88.6	11	91.2	88.4
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