| Focus | Barriers to learning  | Desired outcomes | Success Criteria | Chosen Strategies | Evaluation of impact |
| --- | --- | --- | --- | --- | --- |
| Improving reading levels for disadvantaged pupils | Disengagement, inability to relate to texts, poor comprehension of subject vocabulary | Improved comprehension skills and attainment | Difference in reading level between disadvantaged pupils and others reduced by 4 points  | Catch-up reading programmeStructured 1:1 interventionTutoring from City TutorsIncreased display of subject vocabulary in classrooms and books | As a result of additional support, expected reading levels have risen for all pupils, but whilst 71% of FSM pupils made expected or more than expected progress in English, 81% of non-FSM pupils made expected or more than expected progress. This has led to a review of the effectiveness of the reading programme. |
| Improved attainment in GCSE mathematics (Y11 pupils) | DisengagementInability to apply numerical understanding to higher order mathematical problems  | Improved engagement and attainment; improved application of numerical functions | Difference in reading level between disadvantaged pupils and others reduced by 4 points | Maths tutoring | As a result of additional support, expected attainment levels have risen for all pupils, and at the same rate for disadvantaged pupils as for their peers. 67% of FSM pupils met or exceeded their expected targets in GCSE maths whilst 67% of non-FSM pupils met or exceeded their expected targets. |
| Improved engagement in studying through the attendance and achievement in vocational courses | DisengagementFeeling of failure to focus on academic studies | Improved engagement and attainment | Attendance at schoolReduction in the number of behaviour incidents from 2016-17 to 2017-18Achievement in vocational studies | BTEC Science and Home Cooking | As a result of studying vocational courses, all pupils have achieved a recognised qualification in a vocational BTEC course, in line with non-disadvantaged pupils and mainstream pupils. |
| Improved engagement in all areas of school and home life.Improved mental health and ability to manage difficult social situations. | Inability to communicate due to social impairments linked to ASD conditionDisengagementFeeling of failure to manage emotions in a range of situations. | Improved engagement and attainmentImproved mental health and ability to communicate feelings and manage emotions | Attendance at schoolReduction in the number of behaviour incidents from 2016-17 to 2017-18 | Additional CAMHS (Children and adolescents mental health service) intervention  | This has contributed to students developing strategies to reduce their anxiety. Students supported are experiencing fewer angry and rude outbursts towards staff and peers.  |

## Revised strategies following the school visit

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| Focus | Barriers to learning  | Desired outcomes | Success Criteria | Chosen Strategy | Evaluation of impact |
| Support of behaviour, emotional and mental health issues | ASD related impairments (social communication, interaction and flexibility of thought) | 100% achievement of relevant Appendix A targetsPupils and families gaining access and support from relevant external servicesImprovement in self-management of anxiety levels | Reduced number of behaviour incidents and levels of anxietyAbility to self-manage anxious situations measured by achievement of relevant Appendix A targets | Additional CAMHS intervention | As a result of the development of CAMHS intervention, the pupils will develop their self-confidence and rigidity of thought and achieve their Appendix A Social Communication targets. |