



Wellington School Pupil Premium

- Impact Statement
- Spend and Action Plan 2015-2016

Key stage 3 Sublevels of Progress from Key Stage 2, 2015

YEAR 9 ENGLISH		
+5	PP	69%
	Non PP	78%
+6	PP	28%
	Non PP	44%

YEAR 9 MATHEMATICS		
+5	PP	96%
	Non PP	93%
+6	PP	73%
	Non PP	82%

YEAR 8 ENGLISH		
+4	PP	60%
	Non PP	68%
+5	PP	37%
	Non PP	35%

YEAR 8 MATHEMATICS		
+4	PP	79%
	Non PP	85%
+5	PP	53%
	Non PP	58%

YEAR 7 ENGLISH		
+2	PP	69%
	Non PP	71%
+3	PP	21%
	Non PP	20%

YEAR 7 MATHEMATICS		
+2	PP	79%
	Non PP	80%
+3	PP	17%
	Non PP	28%

Year 11 outcomes Academic Year 2014-2015

Wellington School (URN: 136377 DfE No. 3585400)

Attainment at Key Stage 4

Table 4.1.14: Key Stage 4, attainment, thresholds by pupil characteristics, 2015* (KS4.22)

Percentage of candidates achieving thresholds

The Basics are the percentage of pupils achieving C grade or above in both English and mathematics performance tables approved qualifications. Statistical significance tests have not been performed on this data.

Cohort	Percentage of pupils achieving each threshold										
	5+ A* to C (incl Eng and Mat)		5+ A* to C		5+ A* to G		English Baccalaureate		Basics		
	School	National	School	National	School	National	School	National	School	National	
All Pupils	234	76	56	84	65	99	93	47	24	77	58
Gender											
Male	113	79	51	85	60	99	92	44	19	80	54
Female	121	74	60	83	71	98	95	49	29	74	62
Free School Meals*											
FSM	21	38	36	43	45	86	87	29	11	38	39
Not FSM	213	80	63	88	72	100	95	48	28	81	65
Children Looked After											
CLA	2	50	16	50	22	100	63	0	3	50	19
Not CLA	232	76	56	84	65	99	94	47	24	77	58
Disadvantaged pupils											
Disadvantaged pupils	23	39	36	43	45	87	87	26	11	39	38
Other pupils	211	80	63	89	72	100	96	49	28	81	65
Prior Attainment											
Low	14	14	6	29	13	100	77	7	1	14	7
Middle	125	66	50	79	64	98	96	35	13	67	54
High	91	100	90	100	95	100	99	70	52	100	91
Non-mobile pupils											
Pupils on roll throughout years 10 & 11	233	76	57	85	67	99	95	47	24	77	59
English as a First Language											
English or believed to be English	223	77	56	84	66	99	94	47	24	78	59

Year 11 outcomes Academic Year 2014-2015

	PP (23)	Non PP (211)	Gap	Trafford (2015)	National (2015)
5A* - C (In EM) %	39.1	80.6	41.5	40	27
5A* - C %	43.5	89.1	45.6	34	27
3+ LOP English %	52.2	87.3	35.1	27	17
3+ LOP Maths %	39.1	78.6	39.5	34	23
4+ LOP English %	13.0	43.1	30.1	22	
4+ LOP Maths %	13.0	33	20	28	
Attendance %					
Persistent Absence (Number of pupils with absence >= 10%)					
Attainment 8	42.09	57.22	15.13		
Progress 8	-0.53	0.38	0.91		

Review of 2014/15 academic year

Total pupil premium allocation for 2014/15- **£128,337**

Summary of expenditure	Impact on progress and attainment of eligible pupils	Comments
<p>Teaching and learning Quality First Teaching- Additional member of staff recruited for Science/Maths Highly trained support staff Support in and out of the classroom for pupils- through intervention groups with teaching assistants. In-house and external CPD (e.g. SEN / differentiation) Provision of study aids, where appropriate Homework Club Additional Year 7 teaching group with additional English and Maths curriculum time (two teaching groups in band 5)</p> <p>Improving numeracy and literacy Funding for Intervention Coordinators in English and Maths Funding for HLTAs in English and Maths Funding for Hub Inclusion Unit including a Pastoral Manager and Maths Specialist</p> <p>Improving test and exam results Provision of Summer School and other academic holiday support Progress tracking Targeted extra lessons</p> <p>Raising aspirations Subsidy for educational trips/ study programmes Funding of speakers to school Assistance with music instrumental lessons Funding of Connexions – in school advice and support</p> <p>Pastoral Support- funding for: Six non-teaching Pastoral Managers Three on site counsellors (Relate / 42nd Street / CAMHS) EWO/Educational Psychologist</p>	<p>Examination results for 2015 (23 students) resulted in 39% achieving 5A* - C including English and Maths with a gap of 42%. The expected three levels of progress were made by 39% of pupils in mathematics and 52% of pupils in English. More than expected progress was made by 13% of pupils in mathematics and 17% of pupils in English.</p>	<p><u>The Pupil Premium gap was 42%.</u></p> <p>This was significantly wider than last academic year. However, when analysing the data there were 4 students in particular who contributed to this gap. (See RAISE graph) These students had serious mental health/welfare issues. See case studies. None of these students became NEET and we will continue to monitor their progress.</p> <p>However, the performance of PP students was in line with national and in some cases better. The number of disadvantaged students achieving the EBACC measures was over double that of disadvantaged students nationally.</p> <p>It is clear that more work needs to be done to narrow the current gap. The focus will shift more to narrowing PP attainments gaps at KS3- ensuring smooth KS2 transition. There will also be robust systems of tracking PP attainment and quickly identifying widening gaps- in particularly- in the areas of Attendance and punctuality, Maths and English.</p> <p>At KS4 and in light of the new accountability measures there will be greater focus on PP attainment gaps across the subjects to ensure that P8 and A8 scores are in-line with national and against Non-PP</p>

Wellington School Pupil Premium Spend and Action Plan 2015- 2016

Spend Plan 2015/16	Total pupil premium allocation for 2015/16: £122,952.50
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School context

Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of service children
156	78	78	138	6	0

Key terms/Definitions

- **Attainment gap** refers to any significant and persistent disparity in academic performance or educational attainment between different groups of students- this includes levels of progress, final exam outcomes, attendance, exclusion rates.
- **Intervention** refers to Intervention is defined as ‘the strategies and methods used to narrow the gap between identified target group and individuals to ensure all pupils attain well and make the expected levels of progress’. In this document it may further refer to one of three types of intervention:
 - Wave 1 - The effective inclusion of all children in high quality teaching & learning.
 - Wave 2 - Additional time-limited provision in the form of small-group intervention outside of the normal classroom.
 - Wave 3 - Specific targeted interventions for identified pupils outside of the classroom.
 - **Barriers to Learning**- identified into three categories. Home: School: Societal

Pupil premium objectives for 2015/16

Total pupil premium allocation for 2015/16: £122,952.50

Key objective 1: To narrow the PP/Non-PP performance gap in Year 11.

The current PP gap stands at 42%. Wellington hopes to reduce this gap to less than 35% in 2016. In line with the shift to Progress 8 and Attainment 8- the school is looking to achieve an Att8 target of 48.

Key objective 2: To increase interventions and focus at KS3 to narrow the PP gap.

It is widely acknowledged that interventions at KS4 have minimal impact if important groundwork to narrow the gap is not undertaken in KS3. Therefore, Wellington school will serve to utilise PP monies to narrow the attainment gap at KS3. By attainment the school will not only track academic attainment but also attendance, risk of NEET, enjoyment of school (PASS survey).

Key objective 3: To increase levels of parental engagement of disadvantaged students

When examining Home-School-Societal barriers through pupil interviews, and attendance at parents evening. It is clear that parental disengagement is a key factor in the PP gap. If parents do not support the work of the school then the gap will widen. This support can take many forms but especially- supervising and monitoring study outside of school, engaging with the school through attendance at parents evening.

Key objective 4: To ensure effective transition from Primary to Secondary for disadvantaged students.

In line with looking to narrow the gap between PP/non PP students at KS3, it is important that any “gaps” are quickly identified as soon as a child becomes part of the Wellington community. This objective has two strands- ensuring Wellington receive important summative data and contextual data from feeder primary schools. Secondly that this is used to drive “catch-up” interventions to ensure all disadvantaged students are in the strongest starting point on their 5 year journey to GCSE and post-16 education.

Key Objective 1: To narrow the PP gap at Year 11

Action/Person Responsible	Costs	Desired Outcomes/ Success Criteria	Evaluation of Impact	Cease/Continue/Change the policy next year?
Action 1- SBY, LCR, HoDs -Utilising PiXL Strategies- War cards- to identify where PP students have weaker “baskets” LCR -Walking Talking Mocks in run up to exams. HODs -Appt of an RSL to oversee – SBY	Photocopying	-Finer pin-pointing of areas of development for students- with identification of “golden subjects” -Staffroom display with PP Ward cards -Greater staff awareness of their role as subject teachers to ensuring P8 scores and Att8 scores are in-line with expectation.	Greater staff discussion around target areas- has helped prioritise areas of intervention for students. Greater ownership of staff for their results- in the bigger picture- move away from the mind-set in A*-CEM	Continue- Effective way of communication to the whole staff body what collective work needs to be done to improve outcomes and raise student profiles. This may also be extended to other sub- groups e.g. SEND
Action/Person Responsible	Costs	Desired Outcomes/ Success Criteria	Evaluation of Impact	Cease/Continue/Change the policy next year?
Action 2 – ECD, DP Use of Year 11 Pastoral manager to collect students who struggle to get into school.	Petrol costs/PM time	-To raise attendance and punctuality of PP students= which will in turn have impact on academic progress as they are accessing the full curriculum.	<ul style="list-style-type: none"> Pupil 1 - In every day and working hard. End of Term 1 attendance at 77.1%. End of term 2 84.2%. Pupil 2 disliked the pick up so started to make own way into school. End of Term 1 attendance at 77.1%. End of term 2 84.2%. 	Continue- But perhaps begin this intervention earlier even at KS3 – this needs careful consideration- we do not want such students to become reliant
Action/Person Responsible	Costs	Desired Outcomes/ Success Criteria	Evaluation of Impact	Cease/Continue/Change the policy next year?
Action 3- SBY/MLR Research the possibility of enhancing the	Exam entry fee	To enhance identified students suite of qualifications by including ECDL in basket 3	Year 11- ECDL successfully completed by 2 out of 4 PP students who attempted it.	Continue- further look into other possibilities- eg VCERTs

qualification suite of our most vulnerable students- ECDL. Identify students who would benefit from this.			Year 10- 3 PP students achieved Distinctions (Out of 5)									
Action/Person Responsible	Costs	Desired Outcomes/ Success Criteria	Evaluation of Impact	Cease/Continue/Change the policy next year?								
Action 4 – SBY- HODs Provision of revision materials inc revision books to all PP students inc GCSE pod	£2,000	All PP students have revision books provided to them.	All students in receipt of the materials accepted them By May	Continue- ensure staff utilise this in Year 10								
Action/Person Responsible	Costs	Desired Outcomes/ Success Criteria	Evaluation of Impact	Cease/Continue/Change the policy next year?								
Action 5- ZHN, CPE. Provision of intervention to PP students in English and through HLTA work.	£300	Narrow gap between PP and non-PP in English- through systematic intervention strategies.	<table border="1"> <thead> <tr> <th colspan="2">Pupil Premium (See main doc in Evidence folder) English (Year 7)</th> </tr> </thead> <tbody> <tr> <td>% of all students achieving target level for EOY 7 at present</td> <td>94.2%</td> </tr> <tr> <td>% of Pupil Premium students achieving target level for EOY 7 at present</td> <td>96.6%</td> </tr> <tr> <td>% of non-PP students achieving target level for EOY 7 at present</td> <td>94.8%</td> </tr> </tbody> </table>	Pupil Premium (See main doc in Evidence folder) English (Year 7)		% of all students achieving target level for EOY 7 at present	94.2%	% of Pupil Premium students achieving target level for EOY 7 at present	96.6%	% of non-PP students achieving target level for EOY 7 at present	94.8%	Continue- In Year 7 PP outperformed Non- PP against KPI's (Key Performance indicators)
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Key Objective 2: To increase interventions and focus at KS3 to narrow the PP gap.

Action/Person Responsible	Costs	Desired Outcomes/ Success Criteria	Evaluation of Impact	Cease/Continue/Change the policy next year?
Action 1 MTN, JTY, SHS To create peer support network- mentoring (Sutton Trust)	Photocopying of resources	Year 10-Year 7, and Year 9- sixth form– formal mentoring session (See evidence folder) - based on attitudes to school, goals. Mentors are strategically placed with suitable students.	Progress data analysed termly for impact to determine success of strategies	Continue/Change Year 7- more focused skills in English/reading for those PP student with low Reading ages- would be more impactful
Action/Person Responsible	Costs	Desired Outcomes/ Success Criteria	Evaluation of Impact	Cease/Continue/Change the policy next year?
Action2- LCR/KSY Increase staff awareness of effective teaching strategies for PP students by disseminating Teaching Strategies booklet (see evidence file)	Photocopying	Evidence of quality feedback during SLT focus weeks and book scans- utilising these named strategies.	SLT focus week found that the classroom experience for PP students was good and Quality First teaching was strength of the school.	Continue- reissue booklets to all new staff and NQTs
Action/Person Responsible	Costs	Desired Outcomes/ Success Criteria	Evaluation of Impact	Cease/Continue/Change the policy next year?

<p>Action 3- LCR- KS3 DoYs, CSR, JLM Setting up of KS3 WRAP group (Wellington Raising Attainment Plan). A “wrap around” approach- targeting small cohorts of students who are in receipt of PP. Focus 1= Students who are PP and SEN</p>	<p>Cover implications for meetings</p>	<p>Narrowing gaps in KS3 between PP and non-PP students. Focus on attendance, punctuality, LoPs, attitudes (PASS, C2L)</p>	<p>See separate document- WRAP group.</p>	<p>Continue/Change This needs to have more structure in the next academic year- with calendared meeting points in main school calendar.</p>				
Action/Person Responsible	Costs	Desired Outcomes/ Success Criteria	Evaluation of Impact	Cease/Continue/Change the policy next year?				
<p>Action 4 – CPE, JLM, ZHN Provide targeted intervention for children underperforming in English / Maths in receipt of FSM / PPG</p>	<p>£22,000</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">HLTAs in English and Maths</td> </tr> <tr> <td style="padding: 2px;">Intervention Co-ordinators -English 2A and Maths 2C (0.6 FTE)</td> </tr> <tr> <td style="padding: 2px;">Hub Inclusion Unit Maths Specialist- 0.6 FTE</td> </tr> <tr> <td style="padding: 2px;">Hub Inclusion Unit Pastoral Manager</td> </tr> </table>	HLTAs in English and Maths	Intervention Co-ordinators -English 2A and Maths 2C (0.6 FTE)	Hub Inclusion Unit Maths Specialist- 0.6 FTE	Hub Inclusion Unit Pastoral Manager	<p>Maths: -Timetable Rock-stars (all students) -T.A Support in the Hub -TA 2:1 removal form lessons</p> <hr/> <p>English: -Aim Higher (Year 7 creative writing/cultural literacy- trip -The Cube (Year 8- Creative writing) -Aiming High (Year 9 English intervention) -Premiership Readers</p>	<p>The Cube <u>Year 8 PUPILS</u> M. A. 6c H.E. 5c K.G. 4a H. G. 6c J. R. 5a D.R. 5a L. S. 5a R. V. 4b K.W. 4a <u>Year 9 PUPILS</u> J. H. 5b I. A. 3a B. M. 5c B. M. 5a</p>	<p>Continue: This has been a highly impactful set of interventions- as well as helping increase literacy; they have also expanded disadvantaged student’s cultural literacy and experiences.</p>
HLTAs in English and Maths								
Intervention Co-ordinators -English 2A and Maths 2C (0.6 FTE)								
Hub Inclusion Unit Maths Specialist- 0.6 FTE								
Hub Inclusion Unit Pastoral Manager								

			C. S. 5c	
Action/Person Responsible	Costs	Desired Outcomes/ Success Criteria	Evaluation of Impact	Cease/Continue/Change the policy next year?
Action 5 – RCD (Monitor), DoYs Increase PP involvement in a variety of extra-curricular trips by ensuring trips are paid for, and parent are informed by letter and phone call follow-up_ to raise aspirations and engagement	£6,000	Expand PP students cultural and life experiences. Bring PP participation in school trips in line with the proportion of PP students in the school.	March 2015 of pupils on trips in years 7 to 11 since September who were PP was 5.1% At the same time this year the figure is 9.9% - far more reflective of the proportion who are PP.	Continue – when assessing the cohort profile through PP interviews around Home/School/Societal barriers- it is clear that disadvantaged students sometime do not have parental input in cultural and social enrichment activities. It is vital that as a school we plug this gap by providing varied enrichment opportunities
Action/Person Responsible	Costs	Desired Outcomes/ Success Criteria	Evaluation of Impact	Cease/Continue/Change the policy next year?
Action 6- SFK Increase PP involvement in a	£18,000 allocated to extra- curricular activities overall	Selection of PP pupils involved in pilot of PiXL Edge. Pupil forums reflect impact of this in	PiXL edge fully investigated and relevant staff trained. Pilot cohort identified. Lines up with new school values- community.	Continue- PiXL Edge now set up ready to trail with Year 8 from September

<p>variety of extra-curricular activities - to raise aspirations and engagement through use of PiXL Edge</p>		<p>raising self-esteem, enjoyment, more community involvement</p>		<p>2016- letters out to parents July 2016)</p>																					
<p>Action/Person Responsible</p>	<p>Costs</p>	<p>Desired Outcomes/ Success Criteria</p>	<p>Evaluation of Impact</p>	<p>Cease/Continue/Change the policy next year?</p>																					
<p>Action 7 -ECD, PMs, DoYs, Tutors</p> <p>Improve Attendance Gap PP vs. non-PP to ensure they access the curriculum through use of dedicated non-teaching staff- Pastoral managers</p>	<p>Pastoral Manager wage-part subsidy by PP monies- £ 25,500</p>	<p>By having dedicated non-teaching pastoral managers Wellington hope to ensure attendance and punctuality are closely tracked and monitored in conjunction with the EWO. Pastoral managers to visit students with poor attendance Pick-ups for students with P.A. or punctuality issues.</p>	<table border="1" data-bbox="1234 727 1787 1169"> <thead> <tr> <th>Year group</th> <th>PP attendance gap March 2015</th> <th>PP attendance gap March 2016</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>1.2%</td> <td>2.24%</td> </tr> <tr> <td>8</td> <td>.57%</td> <td>1.56%</td> </tr> <tr> <td>9</td> <td>3.21%</td> <td>1.61%</td> </tr> <tr> <td>10</td> <td>4.34%</td> <td>4.56%</td> </tr> <tr> <td>11</td> <td>8.6%</td> <td>3.49%</td> </tr> <tr> <td>Whole School</td> <td>2.98%</td> <td>2.31%</td> </tr> </tbody> </table>	Year group	PP attendance gap March 2015	PP attendance gap March 2016	7	1.2%	2.24%	8	.57%	1.56%	9	3.21%	1.61%	10	4.34%	4.56%	11	8.6%	3.49%	Whole School	2.98%	2.31%	<p>Continue- Attendance gap has narrowed overall by 0.67%</p>
Year group	PP attendance gap March 2015	PP attendance gap March 2016																							
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<p>Action 8 – ECD GRIP Project with PP students- designed to raise self-esteem</p>	<p>£4,000</p>	<p>GRIP aims to increase the life experiences of our disadvantaged students, as well as raising self-esteem and motivation. Students receive focused mentoring outside of the school environment.</p>	<p><u>See GRIP staff feedback – in evidence folder.</u></p> <p>Some staff raised concerns that GRIP was having an impact on attainment- e.g. Maths, on homework and organisation to those lessons missed.</p>	<p>Change- Extra Maths intervention from September.</p>
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Objective 3: To increase levels of parental engagement of PP students				
Action/Person Responsible	Costs	Desired Outcomes/ Success Criteria	Evaluation of Impact	Cease/Continue/Change the policy next year?
<p>Action 1 – LCR Creation of a PP Charter- with input from staff/pupils and parents- a Home-School agreement about PP pupils.</p>	<p>Photocopying</p>	<p>To ensure better home-school communication. To acknowledge PP parents directly and express our continuing commitment to PP students. At the same time communicating what parents can do to assist their child- a working partnership</p>	<p>From discussion- this was not felt to be necessary- especially now website has been updated with FSM forms and a more open and honest culture established (see Action 5)</p>	<p>Cease</p>
Action/Person Responsible	Costs	Desired Outcomes/ Success Criteria	Evaluation of Impact	Cease/Continue/Change the policy next year?
<p>Action 2 – LCR/JTY Set up Wellington Parent Partnership (WPP) - a working group of staff looking at strategies to increase parental engagement of</p>	<p>Nil</p>	<p>A group of staff to input into ideas and strategies to engage PP parents.</p>	<p>Working group of 6 staff set up- regular meetings. Increased attendance at parent events.</p>	<p>Continue- continue to focus on key cohorts</p>

hard to reach parents (PP and Non-PP)				
Action/Person Responsible	Costs	Desired Outcomes/ Success Criteria	Evaluation of Impact	Cease/Continue/Change the policy next year?
Action 3 – LCR/JTY Showcase events.	£120 cinema vouchers £20 Ingredients	Year 8 and 9- focus on PP and non PP hard to reach parents. Students invite their parents/grandparents/older sibling to a showcase event- they spend time period 5 cooking canapés and cakes with the Food Tech dept. They get to invite their favourite teacher to meet their parents and show their parents the books they want to present. Students who take part are rewarded in line with the school's reward policy.	See document in evidence folder. Overwhelmingly positive. First PP parental engagement event- resulted in 70% attendance (1 students did not engage, and 3 were absent on the day of the event)	Continue- this did help build some important rapports
Action/Person Responsible	Costs	Desired Outcomes/ Success Criteria	Evaluation of Impact	Cease/Continue/Change the policy next year?
Action 4 – SHS/LW Year 10- Parent Reach-out visits	Petrol costs £50	SHS (Year 10 DoY) and LW (Year 10 PM) made home visits to parents who have not attended any parental event including parent's evening.	Very positive. One parent clearly suffering from anxiety and cannot leave the house- was grateful for the visit.	Continue- follow-up visit planned for later in Summer term.
Action/Person Responsible	Costs	Desired Outcomes/ Success Criteria	Evaluation of Impact	Cease/Continue/Change the policy next year?
Action 5- LCR/CHT Increase home school communication via the school website.	Parent call- KS3 plus targeted KS4 students. Pastoral Manager wage- part subsidy by PP monies- £	Add link to Trafford FSM meal application to website- send parent call to notify parents. Better explanation of FSM and PP funding on website.	Positive- prompted 3 phone calls from parents in Year 7 and 8- one of whom was clearly eligible. All three calls mentioned the stigma in some way. One Year 9 parent of an adopted child approached LCR at Parents eve to discuss her daughter's progress in Maths and English and mentioned PP from looking at website	Continue- has increased parental awareness and broken down some barriers.

	25,500			
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Objective 4: To ensure effective transition from Primary to Secondary for disadvantaged students.				
Action/Person Responsible	Costs	Desired Outcomes/ Success Criteria	Evaluation of Impact	Cease/Continue/Change the policy next year?
Action 1 - IH Build up profiles of PP students from feeder primary schools	Pastoral Manager wages- part subsidy by PP monies- £ 25,500	IY- Pastoral manager for Year 7- will visit schools to discuss PP students- using our Home-school-societal format	The data (soft and hard) has fed into building up relationships with parents. It has also helped with setting students appropriately (academically and socially). Has helped identify the cohort for the numeracy focused Summer School in August 2016	Continue- extremely valuable soft data for helping identify the needs of our disadvantaged students.
Action/Person Responsible	Costs	Desired Outcomes/ Success Criteria	Evaluation of Impact	Cease/Continue/Change the policy next year?
Action 2- RCD, AC, LCR Use of KS2 RAISE data to inform intervention and setting in Year 7	None	By using this new RAISE programme- we can identify areas of weakness and this will inform intervention.	RAISE online to release in September	Continue
Action/Person Responsible	Costs	Desired Outcomes/ Success Criteria	Evaluation of Impact	Cease/Continue/Change the policy next year?

<p>Action 3 - CHT Summer School</p>	<p>£4000</p>	<p>Despite halting of Summer school funding this will go ahead to ensure smooth transition for students and important catch-up for students to ensure they are “secondary ready” This will have a numeracy focus- with a base line test and end test. We will also examine other soft data indicators- before and after questionnaires about readiness for school. Pupils who are PP, identified as vulnerable in some way and/or on 4c and below in Maths at KS2 will be invited</p>	<p>48 out of 61 replied to say they will attend (July 2016) Basic numeracy skills covered – helped to ascertain which students would need to go into Y5- smaller teaching group. Follow on with Mats parents evening- using KS2 RAISE data</p>	<p>Continue This is a very effective way to ease transition to secondary school for our most vulnerable students.</p>
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