

# Pupil Premium: Raising Achievement Strategy

The Pupil Premium is a government initiative designed to target resources on those students who have been on Free School Meals at any point over the past 6 years; those who are Children Looked After or have ceased to be because of adoption, a special guardianship order, child arrangements order or residence order; students whose parents serve or have served in the armed forces during the last three years or are in receipt of a child pension from the Ministry of Defence. For 2019-20, Pupil Premium funding for CaldeW School is £131835. The details of how we plan to use this funding to support to address the barriers to achievement and increase the success of our students are outlined below.

Barrier to Achievement	Internal/ External Factors	Objectives: To overcome this barrier, we need to...
Fewer disadvantaged students reach the expected standard at the end of KS2, leading to further and sustained underachievement if they do not catch up and keep up	I	Develop the strategic senior and middle leadership of the Pupil Premium strategy to ensure that all members of the school community recognise and understand the need to raise achievement of disadvantaged students, with high expectations that this is possible
More disadvantaged students have lower levels of literacy, posing further barriers to learning and achievement	I	Implement a whole school communication strategy to develop students' literacy skills Develop effective literacy interventions to address specific literacy needs
The individual needs of disadvantaged students are not consistently met by high quality first teaching, rigorous assessment and timely intervention, leading to underachievement for some disadvantaged students	I	Improve the quality of teaching for all students, particularly those who are disadvantaged, focusing on identifying and meeting their needs through rigorous assessment for learning and targeted interventions
Some disadvantaged students lack resilience, leading to disengagement (including behaviour which leads to fixed term exclusions) and underachievement	I/E	Develop students' resilience and positive engagement with education
The attendance of some disadvantaged students limits their progress	I/E	Improve the attendance of disadvantaged students, reducing persistent absenteeism Implement a catch up strategy so that absence does not lead to underachievement
Some disadvantaged students have low expectations of themselves and their achievement, with low aspirations for their futures. Some do not see Key Stage 5 as an attainable pathway.	I/E	Develop a culture of high expectations, where all members of the school community believe that disadvantaged students can achieve at all Key Stages. Ensure that the CEIAG programme is effective for disadvantaged students so that they are ambitious when making choices about the next stages of their lives.

*"If we can respond to the massive challenge to use the Pupil Premium funding to close the gap, we will have gone a long way to fulfil the purpose of education for the young people who need it most. We will have accepted the notion that no young person, by virtue of their birth, should necessarily achieve less than others"*  
(Sir John Dunford, Former National Pupil Premium Champion)



# Pupil Premium: Raising Achievement Strategy: Development Plan 2018-2020

Objectives	Actions Needed (2018-19: Y1; 2019-20: Y2)
<ul style="list-style-type: none"> <li>✓ Develop the strategic senior and middle leadership of the Pupil Premium strategy to ensure that all members of the school community recognise and understand the need to raise achievement of disadvantaged students, with high expectations that this is possible (YNN)</li> </ul>	<ul style="list-style-type: none"> <li>• <del>Carry out a full review of the Pupil Premium strategy (Y1)</del></li> <li>• Establish a shared definition of disadvantage and a shared understanding of what makes students vulnerable to underachievement (Y1-2)</li> <li>• <del>Develop the planning and evaluation of the Pupil Premium strategy, incorporating it into the school development plan (3 year), action plan (annual) and SEF (termly) (Y1)</del></li> <li>• Update staff regularly on the Pupil Premium strategy to maintain the focus on vulnerable students (Y1-2)</li> <li>• Develop monitoring and evaluation to include a focus on individual students, with regular feedback to staff as appropriate (Y1-2)</li> <li>• Improve provision mapping so that data is recorded efficiently, showing the impact of individual interventions (Y1-2)</li> <li>• Engage staff and governors in the Pupil Premium strategy, sharing responsibility as well as information (Y1-2)</li> <li>• Develop systems surrounding achievement data to identify individual students who are underachieving, supporting more meaningful discussions about student progress and leading to improved progress for individuals (Y1-2)</li> <li>• Improve the sharing of information about individual students through the pyramid of need (Y1-2)</li> <li>• Develop transition (between schools, Key Stages and years) for disadvantaged students to support early intervention (Y1-2)</li> </ul>
<ul style="list-style-type: none"> <li>✓ Implement a whole school communication strategy to develop students' literacy skills (CJA)</li> <li>✓ Develop effective interventions to address specific literacy and numeracy needs (YNN)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop strategies for supporting students' extended writing (Y1-2)</li> <li>• Ensure literacy marking is consistent and appropriate to the needs of the individual student (Y1-2)</li> <li>• Increase opportunities for talk for learning across the curriculum (Y2)</li> <li>• Share information about students' levels of literacy in a meaningful way, leading to appropriate classroom interventions (Y1-2)</li> <li>• Develop students' reading and comprehension through effective interventions (Y1-2)</li> <li>• Develop application of numeracy skills across the curriculum (Y1-2)</li> </ul>
<ul style="list-style-type: none"> <li>✓ Improve the quality of teaching for all students, particularly those who are disadvantaged, focusing on identifying and meeting their needs through rigorous assessment for learning and targeted interventions (CJA/ALJ)</li> </ul>	<ul style="list-style-type: none"> <li>• Improve the quality of teaching and learning through the four strands of the teaching and learning strategy: no child left behind, assessment, engagement and communication (Y1-2)</li> <li>• <del>Further review the curriculum to ensure that provision meets the needs of individuals – planning early intervention for KS3, as well as KS4 and KS5 courses and interventions to raise achievement (Y1)</del></li> <li>• Implement curriculum to ensure that provision meets the needs of individuals, with an increased emphasis on early intervention for KS3 (Y2)</li> <li>• Provide opportunities for staff to engage with current research, including the Education Endowment Foundation Toolkit, putting strategies into practice to raise achievement (Y1-2)</li> </ul>
<ul style="list-style-type: none"> <li>✓ Develop students' resilience and positive engagement with education (PDH)</li> </ul>	<ul style="list-style-type: none"> <li>• <del>Implement academic mentoring (Y1)</del></li> <li>• Develop and embed academic mentoring (Y2)</li> <li>• Implement whole school resilience strategy (Y1-2)</li> <li>• HoY to use pyramid of need to devise personalised strategies and interventions to develop resilience and raise achievement (Y1-2)</li> <li>• Develop pyramid of need to allow staff to be involved and feed into it (Y2)</li> <li>• Use the hardship fund to support students' participation in all opportunities in school (Ongoing)</li> <li>• Develop engagement of parents and carers at all Key Stages (Y2)</li> </ul>
<ul style="list-style-type: none"> <li>✓ Improve the attendance of disadvantaged students, reducing persistent absenteeism (CDC)</li> <li>✓ Implement a catch up strategy so that absence does not lead to underachievement (CDC)</li> </ul>	<ul style="list-style-type: none"> <li>• Implement attendance strategy, with HoY and attendance officer using weekly attendance data to trigger staged interventions (Y1-2)</li> <li>• Implement and develop strategy for students to catch up on work missed through absence (Y1-2)</li> </ul>
<ul style="list-style-type: none"> <li>✓ Develop a culture of high expectations, where all members of the school community believe that disadvantaged students can achieve at all Key Stages (YNN)</li> <li>✓ Ensure that the CEIAG programme is effective for disadvantaged students so that they are ambitious when making choices about the next stages of their lives (CJA/ALJ)</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the pathways and setting of disadvantaged students to ensure they are ambitious and appropriate (Ongoing)</li> <li>• Establish baseline of students' aspirations using Survey Monkey/ student voice, with subsequent monitoring to evaluate the impact of strategies and inform next steps (Y2)</li> <li>• Provide students with detailed and personalised CEIAG programmes, including pathways to Key Stage 5 (Y1-2)</li> </ul>

# Pupil Premium: Raising Achievement Strategy: Action Plan 2019-2020

## Objective:

- ✓ Develop the strategic senior and middle leadership of the Pupil Premium strategy to ensure that all members of the school community recognise and understand the need to raise achievement of disadvantaged students, with high expectations that this is possible (YNN)

Action Needed	When?	Who?	Cost	Success criteria with timescale	Monitoring/Evaluation
<ul style="list-style-type: none"> <li>Establish a shared definition of disadvantage and a shared understanding of what makes students vulnerable to underachievement (Y1-2)</li> </ul>	Autumn 2019	YNN	Staff Meeting & INSET Time (2 hrs)  Half Termly Meetings (YNN & HoY- 30 hours)  Meetings (YNN & HoD- approx. 50 hours)	Staff will know what the barriers to disadvantaged students' achievement are and how the Pupil Premium strategy addresses them  Staff will use key strategies to raise the achievement of disadvantaged students  Individual Raising Achievement Plans will show positive impact of interventions towards removing barriers to achievement	YNN & HoD Meetings (frequency depends on data)- including tracking progress in students' work  YNN & HoY Raising Achievement Meetings- <u>individual Raising Achievement Plans</u> around individual barriers and interventions  Student achievement data ( <u>Data Collections</u> )
<ul style="list-style-type: none"> <li>Update staff regularly on the Pupil Premium strategy to maintain the focus on vulnerable students (Y1-2)</li> </ul>	Ongoing: INSET; staff meetings; TeachBrief	YNN	TeachBrief Time: 40 minutes	Staff will know what the barriers to disadvantaged students' achievement are and how the Pupil Premium strategy addressed them  Staff will use key strategies to raise the achievement of disadvantaged students  Individual Raising Achievement Plans will show positive impact of interventions towards removing barriers to achievement	YNN & HoD Meetings (frequency depends on data)- including tracking progress in students' work  YNN & HoY Raising Achievement Meetings- <u>individual Raising Achievement Plans</u> around individual barriers and interventions  Student achievement data ( <u>Data Collections</u> )
<ul style="list-style-type: none"> <li>Develop monitoring and evaluation to include a focus on individual students, with regular feedback to staff as appropriate (Y1-2)</li> </ul>	Half termly meetings with HoD and HoY	YNN	YNN Time: 20 hours	Monitoring and evaluation will ensure a thorough understanding of the effectiveness of the Pupil Premium strategy  Feedback to staff will highlight individual needs and lead to improved practice and achievement	YNN & HoD Meetings (frequency depends on data)- including tracking progress in students' work  YNN & HoY Raising Achievement Meetings- <u>individual Raising Achievement Plans</u> around individual barriers and interventions  Work Sampling ( <u>SEF Calendar</u> )

					Student achievement data ( <a href="#">Data Collections</a> )
<ul style="list-style-type: none"> <li>Improve provision mapping so that data is recorded efficiently, showing the impact of individual interventions (Y1-2)</li> </ul>	Autumn 2019	YNN	YNN Time: 10 hours	<p>Provision mapping will accurately record interventions for individual students</p> <p>Provision mapping will allow the impact of strategies to be monitored</p> <p>Provision map will be shared with relevant staff (YNN to meet with HoY termly)</p>	<p>Provision map- APA Pro Intervention facility (<a href="#">Updated and shared termly</a>)</p> <p><a href="#">Individual student Raising Achievement Plans</a> (Updated half termly)</p> <p>SEF (<a href="#">Termly</a>)</p>
<ul style="list-style-type: none"> <li>Engage staff and governors in the Pupil Premium strategy, sharing responsibility as well as information (Y1-2)</li> </ul>	<p>SLT Updates: termly; half termly HoD and HoY Meetings</p> <p>Ongoing- calendared governor meetings</p>	YNN	<p>Half Termly Meetings (YNN &amp; HoY- 30 hours)</p> <p>Meetings (YNN &amp; HoD- approx. 50 hours)</p>	<p>Leaders will take responsibility for relevant strands of the Pupil Premium strategy</p> <p>Staff will understand how the Pupil Premium grant is being used and will use key strategies to raise the achievement of disadvantaged students</p> <p>Governors will understand how Pupil Premium grant is being used to raise achievement and will challenge leaders to ensure its effectiveness</p>	<p>SEF (<a href="#">Termly</a>)</p> <p>YNN &amp; HoD Meetings (frequency depends on data)- including tracking progress in students' work</p> <p>YNN &amp; HoY Raising Achievement Meetings- <a href="#">individual Raising Achievement Plans</a> around individual barriers and interventions</p> <p>Governors' Progress &amp; Standards minutes (<a href="#">Termly</a>)</p>
<ul style="list-style-type: none"> <li>Develop systems surrounding achievement data to identify individual students who are underachieving, supporting more meaningful discussions about student progress and leading to improved progress for individuals (Y1-2)</li> </ul>	Autumn 2019	YNN	<p>Half Termly Meetings (YNN &amp; HoY- 30 hours)</p> <p>Meetings (YNN &amp; HoD- approx. 50 hours)</p> <p>Software- £600</p>	<p>Achievement data will be processed more efficiently, making individual achievement clear</p> <p>Achievement data will show subject headlines, with APA Pro drilling down to individual level and highlighting disadvantaged students</p> <p>Achievement data will be used by leaders to drive improvement in subjects, leading to improved outcomes for disadvantaged students</p>	<p>YNN &amp; HoD Meetings (frequency depends on data)- including tracking progress in students' work</p> <p>YNN &amp; HoY Raising Achievement Meetings- <a href="#">individual Raising Achievement Plans</a> around individual barriers and interventions</p> <p>Student achievement data (<a href="#">Data Collections</a>)</p>
<ul style="list-style-type: none"> <li>Improve the sharing of information about individual students through the pyramid of need (Y1-2)</li> </ul>	Autumn 2019	PDH & HoY	Year Team Meetings	Pyramid of Need will be set up, based on key information about students	Student achievement data ( <a href="#">Data Collections</a> )

			Half Termly Meetings with HoY: 30 hrs	Pyramid of Need will be used by year teams and teachers to plan interventions for students, ensuring that individual needs are met	YNN & HoY Raising Achievement Meetings- <u>individual Raising Achievement Plans</u> around individual barriers and interventions e.g. EAM's 'One Thing To Make A Difference' strategy
<ul style="list-style-type: none"> <li>Develop transition (between schools, Key Stages and years) for disadvantaged students to support early intervention (Y1-2)</li> </ul>	Summer 2020	YNN	KS2-KS3 Transition Group-ST 8 hrs  Futures Interviews	Information about students will be used to support intervention on transition  Achievement data will show that students make continued progress throughout the school	Pyramid of Need  YNN & HoY Raising Achievement Meetings- <u>individual Raising Achievement Plans</u> around individual barriers and interventions- CMM KS2-3 transition; EAM/MIM- KS3-4 transition; BMM/ALJ- KS4-5 transition.  Student achievement data ( <u>Data Collections</u> )

**Objective:**

- ✓ **Implement a whole school communication strategy to develop students' literacy skills (CJA)**
- ✓ **Develop effective interventions to address specific literacy and numeracy needs (YNN)**

Action Needed	When?	Who?	Cost	Success criteria with timescale	Monitoring/Evaluation
<ul style="list-style-type: none"> <li>Develop strategies for supporting students' extended writing (Y1-2)</li> </ul>	Ongoing	CJA & JGH	Literacy Co-ordinator	Students' work will show opportunities for extended writing  Lesson observations will show the effective teaching of extended writing  Collaboration in targeted subjects will lead to improved practice in teaching extended writing (Geography & History)	Work sampling ( <u>SEF Calendar</u> )  YNN & HoD Meetings (frequency depends on data)- including tracking progress in students' work  Coaching and CPD records
<ul style="list-style-type: none"> <li>Ensure literacy marking is consistent and appropriate to the needs of the individual student (Y1-2)</li> </ul>	Ongoing	CJA		Student work will be marked appropriately and consistently for literacy, with feedback and follow up actions where necessary	Work sampling ( <u>SEF Calendar</u> )  YNN & HoD Meetings (frequency depends on data)- including tracking progress in students' work
<ul style="list-style-type: none"> <li>Share information about students' levels of literacy in a meaningful way, leading to appropriate classroom interventions (Y1-2)</li> </ul>	Autumn 2019	YNN	TeachBrief: 10 minutes STA Time: literacy testing (Autumn	Student literacy skills will be RAG rated and shared on SIMS	Literacy Standardised Scores ( <u>Summer 2019</u> )

			& Summer Terms) 40 hrs	Staff will use information to plan classroom interventions  Literacy standardised scores will improve	
• Develop students' reading and comprehension through effective interventions (Y1-2)	Autumn 2019- Ongoing	YNN	STA Time: 1:1 reading intervention 161 hrs RB Time: Reading Group 40 hrs	Literacy standardised scores will improve  Students' achievement will improve in English and other literacy-based subjects  Students will be able to read and understand across the curriculum  Additional literacy curriculum will be revised in line with research on the impact of reading more challenging texts together, more quickly	Literacy Standardised Scores ( <u>Summer 2019</u> )  Student achievement data ( <u>Data Collections</u> )
• Develop application of numeracy skills across the curriculum (Y1-2)	Autumn 2019- Ongoing	DNT	Numeracy Co-ordinator  HLTA Time: Maths  HLTA Time: Science	Students' achievement will improve in Maths and other numeracy-based subjects  Maths and numeracy teaching will be effective and address students' individual needs, including: refined processes for Maths Champions; differentiated intervention for students with low arithmetic scores (long term, number-based intervention) and those with strong arithmetic scores, but low reasoning scores (short term mathematical reasoning intervention, based on talk for learning).  Outcomes will improve in Science as a result of targeted interventions.	Numeracy Tracking Data  Student achievement data ( <u>Data Collections</u> )

**Objective:**

- ✓ Improve the quality of teaching for all students, particularly those who are disadvantaged, focusing on identifying and meeting their needs through rigorous assessment for learning and targeted interventions (CJA/ALJ)

Action Needed	When?	Who?	Cost	Success criteria with timescale	Monitoring/Evaluation
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<ul style="list-style-type: none"> <li>Improve the quality of teaching and learning through the four strands of the teaching and learning strategy: no child left behind, assessment, engagement and communication (Y1-2)</li> </ul>	Autumn 2019- Ongoing	CJA		<p>Teaching and learning CPD will focus on strategies shown to have a positive impact on disadvantaged students</p> <p>Staff will know what the barriers to disadvantaged students' achievement are and how high quality first teaching addresses them</p> <p>Staff will use key strategies to raise the achievement of disadvantaged students</p>	<p>Coaching &amp; CPD records</p> <p>Student achievement data (<a href="#">Data Collections</a>)</p> <p>YNN &amp; HoD Meetings (frequency depends on data)- including tracking progress in students' work</p> <p>YNN &amp; HoY Raising Achievement Meetings- <a href="#">individual Raising Achievement Plans</a> around individual barriers and interventions</p>
<ul style="list-style-type: none"> <li>Provide opportunities for staff to engage with current research, including the Education Endowment Foundation Toolkit, putting strategies into practice to raise achievement (Y1-2)</li> </ul>	Autumn 2019- Ongoing	YNN	CPD Options	<p>Teaching and learning CPD will focus on strategies shown to have a positive impact on disadvantaged students</p> <p>Staff will know what the barriers to disadvantaged students' achievement are and how high quality first teaching addresses them</p> <p>Staff will use key strategies to raise the achievement of disadvantaged students</p>	<p>Coaching &amp; CPD records</p> <p>Student achievement data (<a href="#">Data Collections</a>)</p> <p>YNN &amp; HoD Meetings (frequency depends on data)- including tracking progress in students' work</p> <p>YNN &amp; HoY Raising Achievement Meetings- <a href="#">individual Raising Achievement Plans</a> around individual barriers and interventions</p>

**Objective:**

✓ **Develop students' resilience and positive engagement with education (PDH)**

Action Needed	When?	Who?	Cost	Success criteria with timescale	Monitoring/Evaluation
<ul style="list-style-type: none"> <li>Develop and embed academic mentoring (Y2)</li> </ul>	Autumn 2019- Ongoing	HoY	<p>Learning Mentor</p> <p>HoY Time</p>	<p>Students' achievement will improve</p> <p>Students will attend school more frequently and engage more positively in education</p>	<p>Student achievement data (<a href="#">Data Collections</a>)</p> <p>Destinations data (<a href="#">Provisional &amp; Final</a>)</p> <p>YNN &amp; HoY Raising Achievement Meetings- <a href="#">individual Raising Achievement Plans</a> around individual barriers and interventions</p>
<ul style="list-style-type: none"> <li>Implement whole school resilience strategy (Y1-2)</li> </ul>	Autumn 2019- Ongoing	PDH		<p>Staff will have a shared understanding of resilience and the factors which make students vulnerable</p>	<p>YNN &amp; HoY Raising Achievement Meetings- <a href="#">individual Raising Achievement Plans</a> around individual barriers and interventions</p>

				Student working group will be established and implement strategies to increase resilience	
<ul style="list-style-type: none"> <li>• HoY to use pyramid of need to devise personalised strategies and interventions to develop resilience and raise achievement (Revise Raising Achievement Plan for individual students?) (Y1-2)</li> </ul>	Autumn 2019- Ongoing	PDH	Learning Mentor-Resilience Groups (KS3- 3 groups- 2 sessions) 138 hrs L2L Intervention & Seclusion  YNN & HoY Meetings	Pyramid of Need will be set up, based on key information about students  Pyramid of Need will be used by year teams and teachers to plan interventions for students, ensuring that individual needs are met	Student achievement data ( <a href="#">Data Collections</a> )  YNN & HoY Raising Achievement Meetings- <a href="#">individual Raising Achievement Plans</a> around individual barriers and interventions
<ul style="list-style-type: none"> <li>• Use the hardship fund to support students' participation in all opportunities in school (Ongoing)</li> </ul>	Ongoing	YNN	£7000	Students will be supported to participate fully in all aspects of school life, as appropriate e.g. uniform, trips & visits, music lessons, breakfast allowance	Hardship expenditure

**Objective:**

- ✓ **Improve the attendance of disadvantaged students, reducing persistent absenteeism (CDC)**
- ✓ **Implement a catch up strategy so that absence does not lead to underachievement (CDC)**

Action Needed	When?	Who?	Cost	Success criteria with timescale	Monitoring/Evaluation
<ul style="list-style-type: none"> <li>• Implement attendance strategy, with HoY and attendance officer using weekly attendance data to trigger staged interventions (Y1)</li> </ul>	Ongoing	CDC	HoY/ TJR Fortnightly Meeting (HoY: 50 hrs; TJR: 50 hrs)  TJR: Attendance Tracking & Intervention	Attendance of disadvantaged students will improve  Persistent absence of disadvantaged students will decrease	Attendance Data ( <a href="#">Weekly; Half Termly SLT updates</a> )  YNN & HoY Raising Achievement Meetings- <a href="#">individual Raising Achievement Plans</a> around individual barriers and interventions
<ul style="list-style-type: none"> <li>• Implement and develop strategy for students to catch up on work missed through absence (Y1-2)</li> </ul>	Ongoing	HoY		Achievement data for disadvantaged students will improve, regardless of attendance, showing effective catch up strategies  Catch up strategies will be used by staff and students to address gaps in learning	Student achievement data ( <a href="#">Data Collections</a> )  YNN & HoY Raising Achievement Meetings- <a href="#">individual Raising Achievement Plans</a> around individual barriers and interventions YNN & HoD Meetings (frequency depends on data)- including tracking progress in students' work

**Objective:**

- ✓ **Develop a culture of high expectations, where all members of the school community believe that disadvantaged students can achieve (YNN)**
- ✓ **Ensure that the CEIAG programme is effective for disadvantaged students so that they are ambitious when making choices about the next stages of their lives (CJA/ ALJ)**

Action Needed	When?	Who?	Cost	Success criteria with timescale	Monitoring/Evaluation
<ul style="list-style-type: none"> <li>• Monitor the pathways and setting of disadvantaged students to ensure they are ambitious and appropriate (Ongoing)</li> </ul>	Summer 2020	YNN	YNN Time: 5 hrs	Disadvantaged students will be in appropriate and challenging sets, in line with prior attainment and FFT targets	Review of setting changes (ongoing) and setting for next year ( <u>Summer Term</u> )
<ul style="list-style-type: none"> <li>• Establish baseline of students' aspirations using Survey Monkey/ student voice, with subsequent monitoring to evaluate the impact of strategies and inform next steps (Y2)</li> </ul>	Autumn 2019	CJA		<p>Survey Monkey/ student voice will show positive student voice on CEIAG events and activities</p> <p>Survey Monkey/ student voice will provide baseline of students' aspirations</p> <p>CEIAG programme will respond to Survey Monkey feedback</p>	<p>Analysis of Survey Monkey/ student voice</p> <p>SEF (<u>Termly</u>)</p> <p>YNN &amp; HoY Raising Achievement Meetings- <u>individual Raising Achievement Plans</u> around individual barriers and interventions</p>
<ul style="list-style-type: none"> <li>• Provide students with detailed and personalised CEIAG programmes, including pathways to Key Stage 5 (Y1-2)</li> </ul>	Ongoing	CJA & ALJ	INSPIRA £3000 Future Interviews	<p>Students will progress to appropriate destinations</p> <p>Student voice will show that students understand pathways available to them</p>	<p>Destinations Data (<u>Provisional &amp; Final</u>)</p> <p>Student Voice</p>