

Pupil Premium: Raising Achievement Strategy: Summary of Impact



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 2018-19, Pupil Premium funding for Caldew School is £145860. The details of how we used this funding 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...	Summary of Impact
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	Progress 8 for disadvantaged students is provisionally -0.64. Attainment8 and the proportion of students attaining Basics 4+ remained stable, with an increase at 5+. The proportion of students achieving the Ebacc improved on 2018.
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	Literacy standardised scores show that disadvantaged students make greater progress in spelling, reading and comprehension (in Year 8 and 9; spelling and reading in Year 7) compared to the rest of the cohort. Numeracy intervention shows short term gains, but doesn't consistently lead to long term progress. At KS4, English P8 is provisionally -0.42; Maths is provisionally -0.62.
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	Progress 8 for disadvantaged students is provisionally -0.64, with some students achieving well and others underachieving. Whilst students in Biology and DT, for example, achieved well overall, there is inconsistency within and between subjects. The achievement of disadvantaged students remains a priority at Caldew School.
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	Behaviour data shows that disadvantaged students earn achievement points in line with their peers and that they engage in extra-curricular activities. There is a decrease in the proportion of negative behaviour logs given to disadvantaged students. Whilst the number of FTE rose last year, there remains a falling trend of the last three years. A small number of students account for a number of exclusions.
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	The attendance of disadvantaged students rose slightly in 2018-19. Whilst it is above the national percentage for disadvantaged students, it is not in line with non-disadvantaged students. Persistent absence fell slightly in 2018-19.
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.	Provisional destinations data shows that 90% of disadvantaged students from 2018-19's Year 11 are in education, employment or training. 10% are currently unknown and will be confirmed through INSPIRA's November update. 31% have progressed to 6 th form, 3% apprenticeships and 55% FE/6 th form college courses.

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

Objectives	Actions Needed (2018-19: Y1; 2019-20: Y2)
<ul style="list-style-type: none"> ✓ 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) 	<ul style="list-style-type: none"> • Carry out a full review of the Pupil Premium strategy (Y1) • Establish a shared definition of disadvantage and a shared understanding of what makes students vulnerable to underachievement (Y1-2) • 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) • Update staff regularly on the Pupil Premium strategy to maintain the focus on vulnerable students (Y1-2) • Develop monitoring and evaluation to include a focus on individual students, with regular feedback to staff as appropriate (Y1-2) • Improve provision mapping so that data is recorded efficiently, showing the impact of individual interventions (Y1-2) • Engage staff and governors in the Pupil Premium strategy, sharing responsibility as well as information (Y1-2) • 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) • Improve the sharing of information about individual students through the pyramid of need (Y1-2) • Develop transition (between schools, Key Stages and years) for disadvantaged students to support early intervention (Y1-2)
<ul style="list-style-type: none"> ✓ Implement a whole school communication strategy to develop students' literacy skills (CJA) ✓ Develop effective interventions to address specific literacy and numeracy needs (YNN) 	<ul style="list-style-type: none"> • Develop strategies for supporting students' extended writing (Y1-2) • Ensure literacy marking is consistent and appropriate to the needs of the individual student (Y1-2) • Increase opportunities for talk for learning across the curriculum (Y2) • Share information about students' levels of literacy in a meaningful way, leading to appropriate classroom interventions (Y1-2) • Develop students' reading and comprehension through effective interventions (Y1-2) • Develop application of numeracy skills across the curriculum (Y1-2)
<ul style="list-style-type: none"> ✓ 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) 	<ul style="list-style-type: none"> • 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) • 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) • Implement curriculum to ensure that provision meets the needs of individuals, with an increased emphasis on early intervention for KS3 (Y2) • Provide opportunities for staff to engage with current research, including the Education Endowment Foundation Toolkit, putting strategies into practice to raise achievement (Y1-2)
<ul style="list-style-type: none"> ✓ Develop students' resilience and positive engagement with education (PDH) 	<ul style="list-style-type: none"> • Implement academic mentoring (Y1) • Implement whole school resilience strategy (Y1-2) • HoY to use pyramid of need to devise personalised strategies and interventions to develop resilience and raise achievement (Y1-2) • Develop pyramid of need to allow staff to be involved and feed into it (Y2) • Use the hardship fund to support students' participation in all opportunities in school (Ongoing) • Develop engagement of parents and carers at all Key Stages (Y2)
<ul style="list-style-type: none"> ✓ Improve the attendance of disadvantaged students, reducing persistent absenteeism (CDC) ✓ Implement a catch up strategy so that absence does not lead to underachievement (CDC) 	<ul style="list-style-type: none"> • Implement attendance strategy, with HoY and attendance officer using weekly attendance data to trigger staged interventions (Y1-2) • Implement and develop strategy for students to catch up on work missed through absence (Y1-2)
<ul style="list-style-type: none"> ✓ Develop a culture of high expectations, where all members of the school community believe that disadvantaged students can achieve at all Key Stages (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) 	<ul style="list-style-type: none"> • Monitor the pathways and setting of disadvantaged students to ensure they are ambitious and appropriate (Ongoing) • Establish baseline of students' aspirations using Survey Monkey/ student voice, with subsequent monitoring to evaluate the impact of strategies and inform next steps (Y2) • Provide students with detailed and personalised CEIAG programmes, including pathways to Key Stage 5 (Y1-2)

Pupil Premium: Raising Achievement Strategy: Evaluation 2018-2019

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	Impact	Next Steps
<ul style="list-style-type: none"> Carry out a full review of the Pupil Premium strategy (Y1) 	Autumn 2018	YNN	Autumn Term: SLT (3 hrs), ML (1/2 hr) & Staff Meeting (1 ½ hrs) Time YNN Time: 10 hrs	<p>A full and honest review of the Pupil Premium strategy has been carried out (using PP review toolkit audit), involving leaders, teachers and support staff.</p> <p>The Pupil Premium strategy identifies appropriate barriers to the achievement of disadvantaged students and the effective use of the Pupil Premium grant to raise achievement.</p> <p>The Pupil Premium strategy is published on the school website, ensuring compliance with DfE requirements.</p>	<p>Further engage key staff in Pupil Premium strategy so that provision is targeted and evaluated on an individual basis.</p> <p>YNN to meet HoY half termly- Raising Achievement Plans for individuals.</p>
<ul style="list-style-type: none"> Establish a shared definition of disadvantage and a shared understanding of what makes students vulnerable to underachievement (Y1) 	Autumn 2018	YNN	Staff Meeting Time (November & January 1 ½ hrs)	<p>The key barriers to achievement have been identified: aspirations, attendance, resilience, lower prior attainment, lower levels of literacy and numeracy.</p> <p>YNN has completed 'Poverty Proofing the School Day' CPD with Children North East.</p> <p>There is some inconsistency in the use of strategies to raise achievement. As a result, the progress of disadvantaged students remains an area of priority. (P8 -0.64)</p>	<p>Update staff regularly on the Pupil Premium strategy to maintain the focus on vulnerable students- furthering their understanding of the factors which make students vulnerable.</p> <p>YNN to meet HoY half termly- Raising Achievement Plans for individuals, focusing on the barriers to achievement.</p>
<ul style="list-style-type: none"> 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) 	Spring 2019	YNN	YNN Time: 30 hrs	<p>Pupil Premium strategy is in place, with clear areas of responsibility for each strategic action</p> <p>Pupil Premium strategy has been evaluated termly and annually, focusing on the impact of strategies towards the specific objectives</p>	<p>Update Pupil Premium strategy in line with and as part of the whole school development and action plans (3 year cycle).</p> <p>Develop provision mapping to improve evaluation.</p>

<ul style="list-style-type: none"> Update staff regularly on the Pupil Premium strategy to maintain the focus on vulnerable students (Y1-2) 	<p>TeachBrief</p> <p>INSET: April 2019</p>	YNN	<p>TeachBrief Time: 40 minutes</p> <p>Spring INSET: 1 hr</p>	<p>The key barriers to achievement have been identified: aspirations, attendance, resilience, lower prior attainment, lower levels of literacy and numeracy.</p> <p>There is some inconsistency in the use of strategies to raise achievement. As a result, the progress of disadvantaged students remains an area of priority. (P8 -0.64)</p>	<p>Update staff regularly on the Pupil Premium strategy to maintain the focus on vulnerable students- furthering their understanding of the factors which make students vulnerable.</p> <p>YNN to meet HoY half termly- Raising Achievement Plans for individuals, focusing on the barriers to achievement.</p>
<ul style="list-style-type: none"> Develop monitoring and evaluation to include a focus on individual students, with regular feedback to staff as appropriate (Y1) 	<p>Spring 2019- Fortnightly focus on individual students</p>	YNN	<p>YNN Time: 20 hours</p>	<p>Student voice and student work was shared with staff to raise expectations and highlight inconsistencies. However, student achievement remains inconsistent. Disadvantaged students achieved particularly well in Biology and DT (both have positive Subject Progress Indexes), but this remains inconsistent within and between subjects.</p>	<p>Develop monitoring and evaluation to include a focus on individual students, with regular feedback to staff as appropriate (Extend objective into Y2)</p>
<ul style="list-style-type: none"> Improve provision mapping so that data is recorded efficiently, showing the impact of individual interventions (Y1) 	<p>Spring 2019</p>	YNN	<p>YNN Time: 10 hours</p> <p>Software £600</p>	<p>SISRA focus groups used to identify particular strategies e.g. subject intervention groups.</p> <p>APA Pro bought for 2019-2020 to allow tracking of interventions.</p>	<p>Develop the use of APA Pro to track interventions; use with HoDs and subject teachers to focus on individual students.</p> <p>YNN to meet HoY half termly- Raising Achievement Plans for individuals, focusing on the barriers to achievement.</p>
<ul style="list-style-type: none"> Engage staff and governors in the Pupil Premium strategy, sharing responsibility as well as information (Y1-2) 	<p>SLT, ML and staff- as above</p> <p>Ongoing- calendared governor meetings</p>	YNN	<p>YNN Time: 3 hrs</p>	<p>Leaders have greater understanding of and responsibility for relevant strands of the Pupil Premium strategy</p> <p>There is some inconsistency in the use of strategies to raise achievement. As a result, the progress of disadvantaged students remains an area of priority. (P8 -0.64)</p> <p>Progress of the Pupil Premium strategy is reported to the Progress & Standard governing committee. Minutes show that</p>	<p>Update staff and governors regularly on the Pupil Premium strategy to maintain the focus on vulnerable students- furthering their understanding of the factors which make students vulnerable.</p> <p>YNN to meet HoY half termly- Raising Achievement Plans for individuals, focusing on the barriers to achievement.</p>

				governors challenge leaders to raise the achievement of disadvantaged students.	
<ul style="list-style-type: none"> 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) 	Spring 2019	YNN	YNN Time: 20 hrs	<p>Systems surrounding data have been reduced and made more efficient. This is to be furthered through the use of APA Pro.</p> <p>Achievement data showed subject headlines, with achievement ladders drilling down to individual level and highlighting disadvantaged students.</p> <p>Achievement data was used to discuss the progress of and plan interventions for students in some subjects, but the progress of disadvantaged students did not consistently improve across or within students.</p>	<p>Develop the use of APA Pro to track interventions; use with HoDs and subject teachers to focus on individual students.</p> <p>YNN to meet HoY half termly- Raising Achievement Plans for individuals, focusing on the barriers to achievement.</p>
<ul style="list-style-type: none"> Improve the sharing of information about individual students through the pyramid of need (Y1-2) 	Spring 2019	PDH	Year Team Meetings	Pyramid of Need has been set up, based on key information about students. Its use is not yet embedded.	Further the use of the Pyramid of Need information to develop an understanding of the factors which make students vulnerable, feeding into individual Raising Achievement Plans (overseen by HoY).
<ul style="list-style-type: none"> Develop transition (between schools, Key Stages and years) for disadvantaged students to support early intervention (Y1-2) 	Summer 2019	YNN	KS2-KS3 Transition Group- ST 8 hrs Futures Interviews	<p>Pyramid of Need has been set up, based on key information about students. Its use is not yet embedded.</p> <p>Student and parent voice on the KS2-3 transition process is positive.</p>	Further the use of the Pyramid of Need information to develop an understanding of the factors which make students vulnerable, feeding into individual Raising Achievement Plans (overseen by HoY).

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	Impact	Next Steps
<ul style="list-style-type: none"> Develop strategies for supporting students' extended writing (Y1-2) 	Spring & Summer 2019	CJA & JGH	Literacy Co-ordinator	<p>Students' work shows opportunities for extended writing in English and History.</p> <p>Literacy co-ordinator support has been in place in Geography. Resources are being used in lessons. Positive student voice in</p>	Develop further opportunities for extended writing across the curriculum through whole staff and departmental CPD.

				Geography concerning new Command Word sheet and how this has helped to improve extended writing in exam questions.	
<ul style="list-style-type: none"> Ensure literacy marking is consistent and appropriate to the needs of the individual student (Y1) 	Spring & Summer 2019	CJA	TeachBrief: 20 minutes	Work Sampling shows that English and History mark for literacy effectively. It is inconsistent across other subjects. Feedback has been given to HoDs and follow up monitoring showed improved practice.	Further monitor the consistency of literacy marking.
<ul style="list-style-type: none"> Share information about students' levels of literacy in a meaningful way, leading to appropriate classroom interventions (Y1-2) 	Spring 2019	YNN	TeachBrief: 10 minutes STA Time: literacy testing (Autumn & Summer Terms) 40 hrs	Student literacy skills are RAG rated and shared on SIMS Further CPD is needed on effective literacy practices as part of high quality teaching.	Improve the quality of reading across the curriculum
<ul style="list-style-type: none"> Develop students' reading and comprehension through effective interventions (Y1) 	Spring & Summer 2019	YNN	STA Time: 1:1 reading intervention 161 hrs RB Time: Reading Group 40 hrs	Literacy standardised scores show that disadvantaged students make greater progress in spelling, reading and comprehension (in Year 8 and 9; spelling and reading in Year 7) compared to the rest of the cohort. At KS4, English P8 is provisionally -0.42;	Further develop literacy intervention by revising the additional literacy curriculum (based on research on reading challenging texts more quickly) and 1:1 reading intervention.
<ul style="list-style-type: none"> Develop application of numeracy skills across the curriculum (Y1-2) 	Autumn 2018-Ongoing	ADB	Numeracy Co-ordinator HLTA Time: Maths HLTA Time: Science	Numeracy intervention shows short term gains, but doesn't consistently lead to long term progress. Maths is provisionally -0.62.	Revised numeracy intervention strategies: 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).

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	Impact	Next Steps
<ul style="list-style-type: none"> 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) 	Autumn 2018-Ongoing	CJA		Progress 8 for disadvantaged students is provisionally -0.64, with some students achieving well and others underachieving. Whilst students in Biology and DT, for example, achieved well overall, there is	Develop the use of APA Pro to track interventions; use with HoDs and subject teachers to focus on individual students.

				inconsistency within and between subjects. Monitoring and self-evaluation shows that students do well in some subjects, but this is not yet consistent enough to lead to sustained progress.	YNN to meet HoY half termly- Raising Achievement Plans for individuals, focusing on the barriers to achievement.
<ul style="list-style-type: none"> 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) 	Autumn 2018- Ongoing	VJJ & YNN	Learning Mentor VJJ 80 hrs CJA, PDH, HJH, MJM, PPB 40 hrs YNN 100 BMM 20 hrs Intervention TLR	V Certs completed successfully for students at KS4 Team teaching and intervention led to improved outcomes for some students and in some subjects. Outcomes in Science improved again, with the proportion of students achieving 44+ (48% from 41%) and 55+ (28% from 25%) improving. Humanities outcomes improved from last year. Outcomes in MFL fell marginally. Basics 4+ was stable; but improved at 5+.	Develop tiered approach to KS4 raising achievement strategy and interventions.
<ul style="list-style-type: none"> Provide opportunities for staff to engage with current research, including the Education Endowment Foundation Toolkit, putting strategies into practice to raise achievement (Y1-2) 	Autumn 2018- Staff Meeting Spring 2019- INSET	YNN	INSET Time: 1 hr	Staff workshops focused on various pieces of research- vocabulary gap; engaging parents; effective assessment; metacognition. Feedback was positive and opportunity to explore further research embedded into CPD model for 2019-2020.	Provide further opportunities to engage with research (Journal Club & Engaging in Educational Research CPD workshops)

Objective:

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

Action Needed	When?	Who?	Cost	Impact	Next Steps
<ul style="list-style-type: none"> Implement academic mentoring (Y1) 	Autumn 2018- Ongoing	HoY	Learning Mentor	Progress8 improved by, on average, 0.3 between 11.2 and GCSE results. Students typically engaged positively in the mentoring and valued the support of our learning mentors.	Develop tiered approach to KS4 raising achievement strategy and interventions, including academic mentoring.
<ul style="list-style-type: none"> Implement whole school resilience strategy (Y1-2) 	Autumn 2018- Ongoing	PDH	INSET: Autumn- Young Minds	Staff training delivered so support shared understanding of resilience and the factors which make students vulnerable Resilience intervention groups implemented with positive student voice.	Update staff regularly on the Pupil Premium strategy to maintain the focus on vulnerable students- furthering their understanding of the

					factors which make students vulnerable. YNN to meet HoY half termly- Raising Achievement Plans for individuals, focusing on the barriers to achievement- including resilience.
• 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)	Autumn 2018- Ongoing	PDH	Learning Mentor- Resilience Groups (KS3- 3 groups- 2 sessions) 138 hrs L2L Intervention & Seclusion	Pyramid of Need has been set up, based on key information about students. Its use is not yet embedded.	Further the use of the Pyramid of Need information to develop an understanding of the factors which make students vulnerable, feeding into individual Raising Achievement Plans (overseen by HoY).
• Use the hardship fund to support students' participation in all opportunities in school (Y1)	Ongoing	YNN	£7000	The hardship fund was used to provide music tuition; contribute towards participation in school trips and uniform costs as appropriate.	Continue hardship fund support

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	Impact	Next Steps
• Implement attendance strategy, with HoY and attendance officer using weekly attendance data to trigger staged interventions (Y1)	Ongoing	CDC	HoY/ TJR Fortnightly Meeting (HoY: 50 hrs; TJR: 50 hrs) TJR: Attendance Tracking & Intervention	The attendance of disadvantaged students rose slightly in 2018-19. Whilst it is above the national percentage for disadvantaged students, it is not in line with non-disadvantaged students. Persistent absence fell slightly in 2018-19.	Ongoing attendance strategy. YNN to meet HoY half termly- Raising Achievement Plans for individuals, focusing on the barriers to achievement- including attendance.
• Implement and develop strategy for students to catch up on work missed through absence (Y1-2)	Spring 2019	CDC	TeachBrief: 30 minutes	P8 for persistently absent students was -0.66. For students with attendance between 90% and 93%, P8 was -0.35, showing some success in filling gaps. Personalised plans were successfully put in place to maximise the achievement of individual students, including learning mentor and attendance officer support.	YNN to meet HoY half termly- Raising Achievement Plans for individuals, focusing on the barriers to achievement- including attendance.

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	Impact	Next Steps
<ul style="list-style-type: none"> • Monitor the pathways and setting of disadvantaged students to ensure they are ambitious and appropriate (Y1) 	Summer 2019	YNN	YNN Time: 5 hrs	All sets checked and appropriate- one change made following discussion with HoD.	YNN to be consulted for any mid-year set changes to ensure appropriateness.
<ul style="list-style-type: none"> • Establish baseline of students' aspirations using Survey Monkey (Y1) 	Summer 2019	CJA	CJA Time: 5 hrs	Student voice following CEIAG activities positive, with students' questions being used to adapt future activities.	Ongoing CEIAG programme.
<ul style="list-style-type: none"> • Provide students with detailed and personalised CEIAG programmes, including pathways to Key Stage 5 (Y1-2) 	Spring & Summer 2019	CJA & ALJ	INSPIRA £3000 Future Interviews	Provisional destinations data shows that 90% of disadvantaged students from 2018-19's Year 11 are in education, employment or training. 10% are currently unknown and will be confirmed through INSPIRA's November update. 31% have progressed to 6 th form, 3% apprenticeships and 55% FE/ 6 th form college courses. Student voice following CEIAG activities positive, with students' questions being used to adapt future activities.	Ongoing CEIAG programme.