

# IDSR Action Plan (2023-2024)

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## Summary

### School Characteristics (2022-2024):

- **Number on Roll:** Below average, but increasing slightly (876 in 2022, 888 in 2023, and 899 in 2024).
- **FSM6 (% eligible for free school meals):** Close to the national average, ranging between 24-27%.
- **SEND Support (% of pupils receiving special educational needs and disability support):** Well above average, increasing from 21% in 2022 to 25% in 2024.
- **EHC Plan (% with Education, Health, and Care plans):** Also well above average, rising from 3.9% in 2022 to 6% in 2024.
- **EAL (English as an additional language):** Well below average, fluctuating around 1-2%.
- **School Stability:** High stability with 95-97% stability over the years.
- **School Deprivation:** Both pupil base and location deprivation are close to or above average.

### Year Group Characteristics (2024):

- **FSM6 percentages** are fairly consistent across year groups (23-27%).
- **EAL** remains low across all year groups (0-3%).

### Prior Attainment (2024):

- For Year 7, 8, and 11, attainment in reading, writing, and mathematics is close to national averages. Due to COVID, there is no data for Year 9 and Year 10.

### SEN Characteristics (2024):

- **SEN Support:** 221 pupils receive SEND support, with most having moderate learning difficulties (117 pupils).
- **EHC Plans:** 54 pupils with EHC plans, with the most common needs being moderate learning difficulties and social, emotional, and mental health (SEMH) issues.

### Absence and Suspensions:

- **Absence:** The school had an absence rate of 8.0% in 2023/24, with persistent absenteeism dropping from 25.1% in 2021/22 to 20.7% in 2023/24.
- **Suspensions:** There has been a steady decline in suspensions from 100 in 2020/21 to 54 in 2022/23. Persistent disruptive behaviour and verbal abuse are the most common reasons for suspensions.

## Academic Performance:

- The school's **Progress 8 (P8)** and **Attainment 8 (A8)** scores for 2023 are significantly below national averages in English, Mathematics, Science, and Humanities.
- **EBacc entry rates** were low in 2023 (12%), and certain subjects like languages had very low participation.

## Destinations After Key Stage 4 (2021 Leavers):

- 90% of students continued in education, employment, or training, but this was slightly below national averages. Disadvantaged pupils had lower rates of sustained education.

### 1. Raise Academic Standards and Improve Progress

Objective	Actions	Final impact
Improve student performance in core subjects, particularly in English, Mathematics, and Science, where the school is significantly below national averages.	<p>Targeted Intervention Programs: Provide tailored support through small-group tutoring.</p> <p>Data-Driven Instruction: Use formative assessments to monitor student progress.</p> <p>Adaptive teaching/feedback and marking.</p> <p>Accountability of ML C19 action plan specific to cohort</p> <p>Memory pedagogy and retrieval</p> <p>Drive on attendance</p> <p>Focus on planning and Blended learning</p>	<p>Final exams in 24 – English 9-4 up 4%</p> <p>Maths up 13%</p> <p>Science up 14%</p> <p><b>APS</b></p> <p>English: 2023- 4.34 2024 -4.72</p> <p>Maths 2023 -3.73 2024 – 4.08</p> <p>Sci 2023- 3.76 2024 – 4.17</p>

### 2. Address SEND Needs and Inclusion

Objective	Actions	Final impact
Support students with special educational needs	Dedicated SEND Team: Enabled SEN profiles to be easily accessible to all staff on	SEN performance overall

(25% receiving SEND support, 6% with EHC plans).	<p>Classcharts</p> <p>Enhanced Teacher Training: Train staff on engaging with profiles and develop inclusive teaching practices.</p> <p>Redeployment of TA's through the MITA project.</p> <p>Week by week to support SEN</p>	<p>23- 2.38</p> <p>24 - 2.46</p> <p>Eng 23 - 2.61</p> <p>24 - 2.72</p> <p>Maths 23 - 2.3</p> <p>24 - 2.47</p> <p>Ebacc 23 -2.14</p> <p>24- 2.09</p> <p>Open 23 - 2.53</p> <p>24 -2.65</p> <p><b>Attendance</b></p> <p>SEN 22-23 89.7% (national 85.9%)</p> <p>SEN 23-24 89.7% (National 85.5%)</p>
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### 3. Increase Engagement and Reduce Absenteeism

Objective	Actions	Final impact
Continue to reduce persistent absenteeism, beating national averages again!	<p>Attendance action plan 23-24.</p> <p>Attendance Monitoring: Real-time tracking with immediate follow-up.</p> <p>Reframed our partnerships with parents- aim to support rather than punitive over attendance</p> <p>Family Support Programs (new role): Tailored support for families of persistently</p>	PA in 23-24 was 17.7% against a National average (according to FFT) of 27%!

	<p>absent students. Mental health programmes for parents/students.</p> <p>AHT for EBSA to support attendance.</p> <p>Incentives for Attendance: Rewards program for regular attendance.</p> <p>Student Well-being Initiatives: Mental health resources and well-being programs.</p>	
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#### 4. Enhance Support for Disadvantaged Pupils

Objective	Actions	Final impact
Close the attainment gap for students eligible for free school meals and disadvantaged students.	<p>Pupil Premium Funding: Effective use for targeted interventions and tutoring (strategy document)</p> <p>Blended learning -week by week revision/study club/quality feedback/scaffolding</p> <p>Parental Engagement: Workshops to help parents support learning at home.</p> <p>Career Readiness: Offer apprenticeships and real-world work experiences.</p>	<p>Performance of Dis students</p> <p>Basics 9-4 23 – 41.8%</p> <p>24 – 42.9%</p> <p>9-5 23 – 20%</p> <p>24 – 24.5%</p> <p>Attainment 8 23 – 32.69</p> <p>24 -33.27</p>

#### 5. Improve Behavior and Reduce Suspensions

Objective	Actions	Final impact
Reduce the number of suspensions and address behavior issues proactively.	<p>Bespoke program for students</p> <p>Alternative provision in place including work placements</p>	Reduced the number of days suspension

	<p>and College mixed in with a core provision at Crookhorn.</p> <p>LLD programme improved</p> <p>Use of resilience room for students with SEMH</p> <p>Inclusion programmes such as 'Future You' and Year 11 camp.</p> <p>Positive reward system – see data on behaviour report</p>	<p>23 – 65 days were lost to suspension</p> <p>24 – 59 days were lost.</p> <p>Consistent amongst the subgroups compared to previous years.</p>
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## 7. Boost Extracurricular Activities and Student Engagement

Objective	Actions	Final impact
Increase student engagement through a diverse range of extracurricular activities.	<p>Clubs and Enrichment: Expand the range of after-school clubs.</p> <p>Student Leadership: Develop further the student leadership program.</p>	<p>87% of all Y7 and Y8 took part in EC activities. 61% of Y9 and 74% of Year 10. 86% of Year 11.</p> <p>Attendances at clubs 23 -10,001</p> <p>Attendance at clubs 24 – 22,012</p> <p>Enrichment activity- 99% of all students attended an enrichment activity over 23-24</p>