



**Introduction**

Pupil premium was introduced by the government in April 2011. The funding was allocated specifically for children from low-income families who were eligible for free school meals, looked after children and those from families with parents in the Armed Forces.

Each individual school decides how their Pupil Premium is best spent to raise achievement and improve outcomes for the target pupils identified. Schools are however held accountable for how the funding is used and are expected to report to parents and the Governing Body on Pupil Premium expenditure.

**Pupil Premium 2017/18**

In 17/18 North Ridge received a total of £71,390 pupil premium funding for the financial year for pupils entitled to free school meals. Out of the 153 students on roll 46 are sixth form students and as such are not eligible for pupil premium. Out of the 107 students of statutory school age a total of 69 students meet the funding criteria. This is 64% of the school population at North Ridge.

£4925 pupil premium funding was received for students who are looked after. In 17/18 there were a total of 8 statutory school age students in receipt of PP LAC funding. There are a total of 10 LAC students.

**Information on Progress of students**

North Ridge High School data is very positive and shows that we close the gap between students receiving pupil premium and those who do not.

In 2015/16 we have introduced the new B Squared small steps levels. We now have 2 full years of data to compare since the end of national curriculum levels.

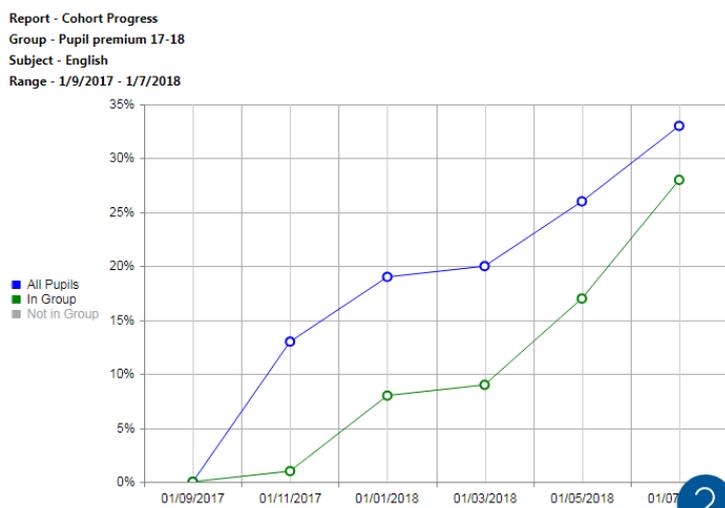
We are also using our own customised assessment tracker using Classroom Monitor. This will show progress in certain aspects of the curriculum for 2017/18 and more areas in 2018/19.

We compare our rates of progress with 2 other outstanding specialist support schools in Manchester. Our rates of progress are comparable with these 2 schools.

The graphs in this document illustrate how well pupils are doing at North Ridge.. As you can see there is clearly no difference between the progress of pupils receiving Pupil Premium and those who don't.

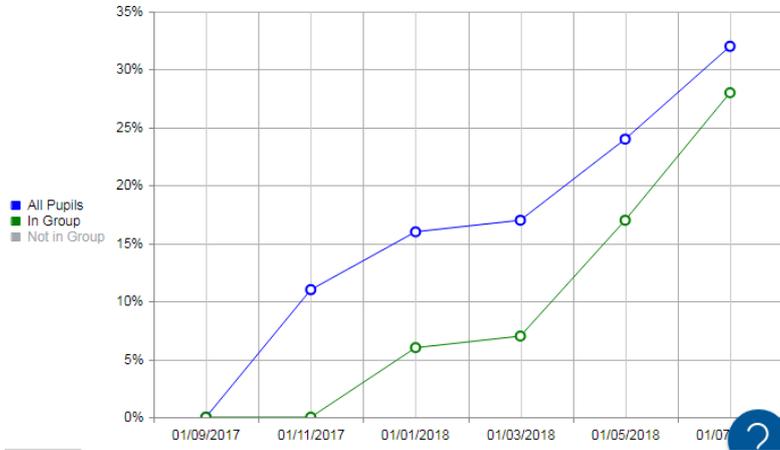
**GRAPHS SHOWING PROGRESS FROM SEPTEMBER 2017- JUNE 2018**

Pupil Premium English progress compared to whole school:



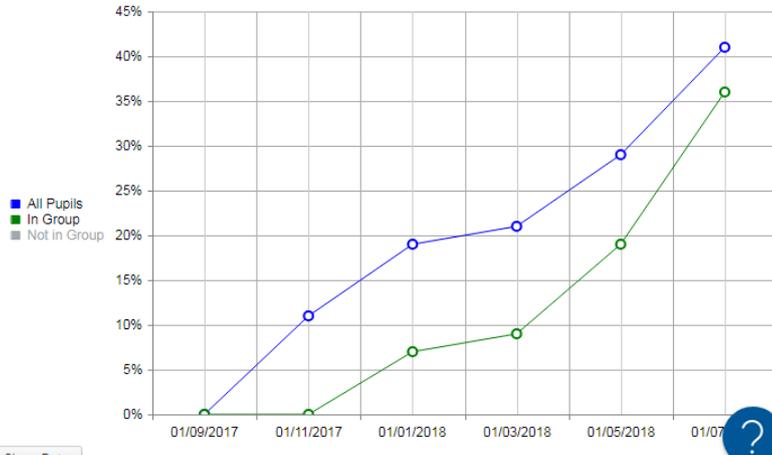
## Pupil premium maths progress compared to whole school

Report - Cohort Progress  
 Group - Pupil premium 17-18  
 Subject - Mathematics  
 Range - 1/9/2017 - 1/7/2018



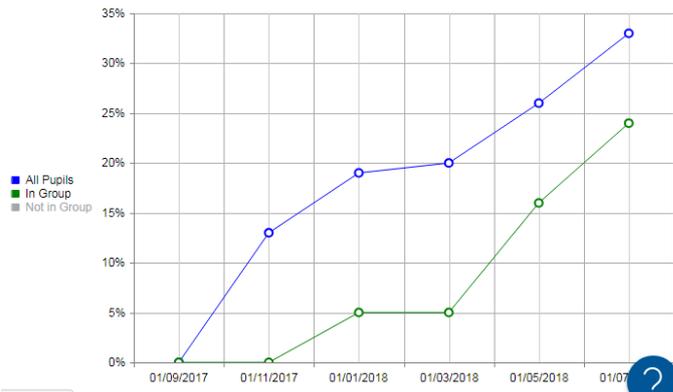
## Pupil premium PSHCE progress compared to whole school

Report - Cohort Progress  
 Group - Pupil premium 17-18  
 Subject - PSHE  
 Range - 1/9/2017 - 1/7/2018



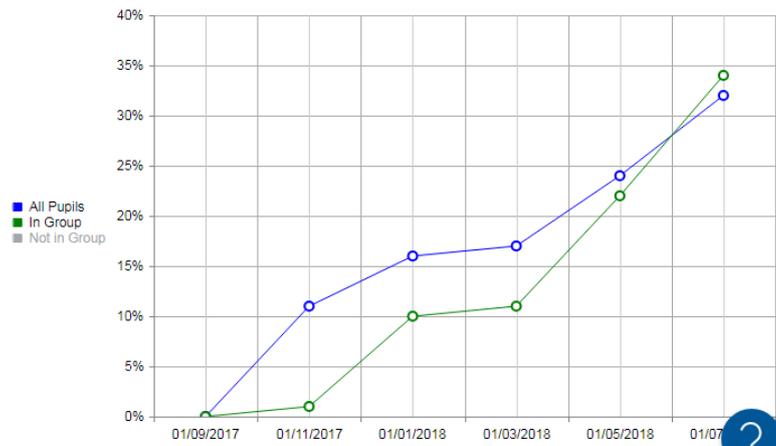
## Lac English progress compared to whole school

Report - Cohort Progress  
 Group - Lac 2017-2018  
 Subject - English  
 Range - 1/9/2017 - 1/7/2018



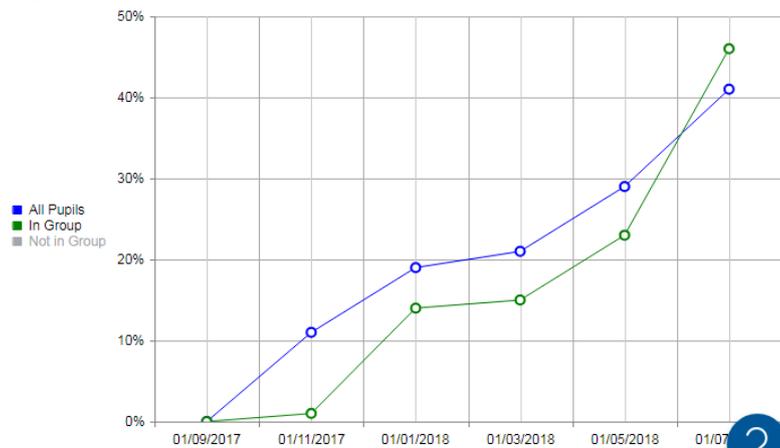
## LAC maths compared to whole school

Report - Cohort Progress  
 Group - Lac 2017-2018  
 Subject - Mathematics  
 Range - 1/9/2017 - 1/7/2018



## LAC PSHCE progress compared to whole school

Report - Cohort Progress  
 Group - Lac 2017-2018  
 Subject - PSHE  
 Range - 1/9/2017 - 1/7/2018



## Benefits for Students & Families

In an effort to 'narrow the gap' the key aim of pupil premium funding, we have invested in the following:

<b>Cost</b>	<b>Activity</b>	<b>Outcome</b>
£7000	After school club Staffing – every Tuesday evening- 2 groups Sept- Feb ½ term/ Feb to July	Pupils are able to access leisure activities between 3.15- 5.00p.m. Pupils engage well feedback that they enjoy these sessions- the After school club is oversubscribed
£2500	After school club resources	Pupils enjoy sport, art and cookery sessions
£13,000	Play schemes- Easter, Summer, February ½ term – staffing Easter – 4 days, Summer 2 weeks, Feb ½ term 2 days	The school received Short breaks funding for a small group of specific pupils for the provision of a 2 week summer scheme, this was in addition to the 2 week split scheme offered to all pupils which is subsidised by school. Pupils report enjoyment and feeling less bored at holiday times. On- going contact with school

		encourages pupils to maintain positive relationships with other pupils as well as staff.
£8000	Family support worker	Families access support, home visits, workshops support group, early help, signposting, information day
£24,000	Partly funds Teaching assistants level 4 for behaviour, for 1:1 tuition, language and communication/ other intervention work, LAC support	Pupils receive 1:1 tuition for literacy, numeracy, writing, language and communication groups. This year we have also targeted a group of pupils to work on understanding the risks of CSE and radicalisation. We support for parents and carers on behaviour management – resources and advice / training
£12,000	O.T. to support sensory integration assessments and programmes	Weekly visit – Full day. Pupils’ sensory needs addressed – this improves behaviour for learning. Plus resources
£8,000	Breakfast club and morning break – food- part cost	All pupils in school receive snack at break time and some pupils who attend the breakfast club. We find this has impacted on pupils ability to concentrate in lessons and general well being. We have changed the options for pupils this year to fresh fruit and drinks to milk and water.
£1500	Breakfast club staffing	Cost of staffing the breakfast club for 30 pupils per day 8.30a.m. – 9 a.m. Pupils are safe before school; they come straight to school and are ready for the start of the school day.
£300	Resources for LAC pupils	Specific resources targeted at pupils this includes sensory resources and choice time activities, specialist clothing for pupils in the ASD department, furniture and furniture repair

## 1. Family Support Worker 2017-2018

<u>Activity / case study</u>	<u>Description of activity</u>	<u>Outcome</u>
Attendance Panels / Legal work	Supporting Attendance Lead in managing and running both soft and hard attendance panels for parents and carers whose children fall below 90% attendance. Identifying patterns of attendance concern and sitting on panels to offer guidance and further support to parents to address issues causing poor attendance. In an effort to ensure young people have full access to education- parents who remove young people for holidays during school term have been prosecuted in conjunction with Manchester Council guidelines and school policy. This academic year three penalty notices have been issued, two have been paid and one has been taken to PACE caution. All penalty notices have been for holidays.	<p>To ensure that all North Ridge pupils where possible attend school to the best of their ability supported by their parents / carers. This is essential to ensure these young people meet their personal targets and potential.</p> <p>Attendance initiatives such as this have helped to contribute to a consistent percentage of pupil absence over this academic year 2017-2018. Pupil absence is currently 91.84% in comparison to 92% (May 2017). Statutory school age pupil's attendance has increased to 94.1% (an increase of 0.8% on last year).</p> <p>We have worked collaboratively with Manchester L.A. and other special schools to agree a policy for the attendance of sick children and a disaggregation register has been introduced for pupils with ongoing medical health needs identified in their EHC Plan.</p>
Regular Parent Group Sessions	Parents are invited to attend regular parent group sessions on a Friday morning where parents meet in the community café and attend an hours meeting with the Family Support Worker/or outside agency. Over the past year parents have been invited to join the Specialist Resource Team, Manchester's Local Offer Team, Greater Manchester Police, Talbott House Local Support Centre, The Family Fund and Health/ Nursing Team focusing on Healthy Lifestyles. Specialist school staff	<p>These groups give parents and carers the opportunity to meet and be supported by like-minded people offering peer support and advice.</p> <p>Encourages Parents and Carers to come into school and get to know staff and local support agencies to ensure families can better support themselves in the local community.</p>

	<p>have offered sessions focusing on topics such as reading support/interventions, Rights respecting school, Restorative language.</p> <p>We will soon be joined by Charity The Family Fund,</p>	
Pupil A (EW)	<p>Home visits to reduce poor attendance and punctuality- involvement / input in removing barriers to attendance and good punctuality. Also to build trust and home school links with parent to prevent isolation in community.</p> <p>Encouragement in involving mum in school meeting- even if these had to take place in the family home due to Emotional Health Needs.</p> <p>Support with securing transport to and from school for Pupil A.</p> <p>Ensuring all benefits and support are up to date and in place – Support with form filling including DLA.</p>	<p>To ensure that attendance at school remains possible and consistent. To ensure that mum felt both supported in school and in the community to remove possible isolation.</p> <p>Attendance continues to improve from 78.41% July 2017, to 86.5% currently.</p> <p>Safe and affordable transport now in place to ensure that much needed routine is kept to allow Pupil A to get the most of her time at school. As well as a considerable improvement in punctuality.</p>
Pupil B (WC)	<p>Home visits to reduce poor attendance and punctuality– involvement / input in removing barriers to attendance and good punctuality</p> <p>Attendance at CP and CIN meetings – Half Termly meetings since it has been stepped down to ensure communication with home remains strong.</p> <p>Liaising with outside agencies including housing to ensure whole family support and whole family support offered e.g. referral for assessment of older sibling and further requests for assessment and support from Children’s/Adults services made</p>	<p>Contact with Dad remains strong and consistent. He is honest about difficulties / struggles allowing us to look best possible actions and outcomes</p> <p>Multi agency working to ensure safe monitoring and access to support at all times.</p> <p>Attendance continues to be a struggle – if no improvement made consideration around escalating concerns back up to children services. Family are currently effectively monitored and safeguarded.</p>

	Liaising with Young Lives to support with Transition into further education and reduce risk of social isolation.	
Pupil C (KS)	<p>Home visits, meetings in school and phone calls to ensure mum feels supported and able to support Pupil C both in school and in the community.</p> <p>Support in mum accessing English / literacy course at Abraham Moss-increase families independence.</p> <p>Support in ensuring a smooth transition of benefits and other support now pupil C is over 16. Support around PIP assessments</p> <p>Encouragement for mum to engage in school and community activities and events.</p>	<p>Pupil Cs attendance continues to be above 90%.</p> <p>Mum engages well with school and feels comfortable approaching school for support.</p> <p>Mum has felt empowered to increase her literacy skills enabling her to complete more tasks to support Pupil C and herself independently.</p> <p>Smooth transition of benefits and services for the family.</p>

## 2. **Behaviour support for parents/ carers**

At North Ridge we continue to send home a variety of visual/ written resources to support our parents/carers in providing pupils with ways of communication. This is done through one to one meetings with parents, parent's group sessions and the school website.

- We have provided training on RRS for parents to support them in understanding pupils rights and using restorative language.
- We have provided training and support to class teachers and parents who have requested additional support and provided social stories, behaviour contracts and reward charts for pupils to use at home.

<b><u>Activity / case study</u></b>	<b><u>Description of activity</u></b>	<b><u>Outcome</u></b>
<b><u>Social Stories</u></b>	Provide parents with social stories that have a clear individual child focus. These are bespoke to each individual pupil at the request of the parent/carer.	<p>To continue to maintain continuity from school to home to support parents with specific issues; personal hygiene routines, e-safety, being safe at home, dealing with puberty, understanding changes in home circumstances plus many others</p> <p>This helps to reduce parent and pupil anxiety around issues at home. At core group meetings parents have reported that they found the social stories supportive in explaining current issues and solutions to their child.</p> <p>Parents continue to find this extremely useful and maintain regular contact with school through phone calls to class teachers and the home/ school diary to</p>

		provide consistent approach at home and school.
<b><u>CSE/E-Safety</u></b>	<p>Provide parents with advice and visual material to support pupils to be safe individuals when on the computer at home and when out and about in the community</p> <p>How to spot the signs and were and how to get help if they are worried or concerned about their child.</p> <p>To be more aware around supporting pupils in requesting computer time at home and spending time in the community.</p>	<p>To maintain safe continuity from school to home to support parents as pupils grow up and explore the world around them.</p> <p>Reduce anxiety levels and raise awareness of dangers.</p> <p>This can be a challenging issue for our Parents. Parents and pupils have responded positively becoming more aware of the dangers and importance of staying and keeping safe in the home (on the internet) and in the community.</p> <ul style="list-style-type: none"> <li>• Parents Evening e-safety and social medis information</li> <li>• Class Support (through phone calls and one to one meetings)</li> <li>• One: one pupil reinforcement</li> <li>• Nurture work</li> <li>• Super learning day/ E safety week</li> <li>• Newsletter</li> <li>• School Website resources and information/ sign posting</li> </ul>

### **Case studies:**

Parental concern	Support given	Outcome
Pupil A(Yr8) displays challenging behaviour. This has an impact on home life and on younger siblings. Parent requested support to mange behaviour at home.	Individual support to parent to understand and manage pupils behaviour. Schedules Symbols Now/Next	Parent has a range of strategies to support her managing behaviour at home and incidents at home have reduced.
Pupil B(yr11) Pupils attendance was PA and parent requested support to ensure pupils attended school.	Staff have been out to family home to encourage pupil to access school transport. Staff have provided transport to bring pupil to school. Half termly meeting with parent. Social Story Nurture group Referral to NEET team for post school support.	Attendance increased although was still PA. Parent felt very supported by school .
Pupil C(Yr9) Parent requested help because pupil was refusing to get onto home to school transport. Parent was not able to manage this situation.	Staff have been out to family home to encourage pupil to access school transport. Staff have provided transport to bring pupil to school. Half termly meeting with parent. Social Story Support with home to school transport	Pupil is now attending school every day. Mum feels supported by school.
Pupil D(yr 9) Parent	Social stories	Whilst the pupil continues to

requested support due to pupils challenging behaviour at home.	Individual work with parent Individual nurture Adjustment to arrival and departure at school. Behaviour strategies Visual timetable	display challenging behaviour parent reports that school have been very supportive and strategies are effective when used regularly.
Pupil E(yr 9) Parent requested support due to pupils challenging behaviour at home.	Nurture activities Social stories Sensory activities Regular parental support Reward chart for home Contact with parent everyday.	Whilst the pupil continues to display challenging behaviour at time at home the numbers of incidents have reduced dramatically. Parent reports that school have been very supportive and strategies are effective when used regularly.
Pupil F (Yr13)- Pupil was accommodated by LA. There have been 2 placements within a short period of time.	Staff have visited both placement to give advice and have shared resources Behaviour plans Sensory profiles Schedules Care staff have spent time in school to look at how resources are used effectively PECS for home	Consistency of approach between home and school has led to a reduction in challenging incidents.
Pupil G (yr 10) Support to develop consistency of approach by home and school.	Home visits by staff Schedules Adaptations to school environment to provide consistent approaches. Support with home to school transport	Consistency of approach between home and school has led to a reduction in challenging incidents.

### 3. O.T. work 2017-2018

North Ridge has continued to commission an Occupational Therapist one day a week to work alongside teachers and teaching assistants to further develop and enhance robust sensory profiles and appropriate choose board activities for targeted pupils across school. The Occupational Therapist continues to review both the classroom environment and the sensory strategies utilised within the classroom environment.

<u>Activity / Case study</u>	<u>Description of activity</u>	<u>Outcome</u>
Completion of a home visit based upon information discussed at a school review.	Discussed the use of a combination of sensory strategies, behavioural strategies and adaptive equipment with parents and carers.	Individual has increased independence of personal activities of daily living.
Pupil displaying challenging behaviour within the classroom setting.	Observational assessment and sensory questionnaire completed. Provision of sensory strategies in addition to the recommendation additional behavioural support is	Provision of sensory strategies which can be utilised to assist the pupil to calm, hence improve engagement and focus, hence improve learning outcomes within the classroom environment.

	required.	
Sensory Circuits	Access to specific sensory activities during a session where baseline levels of alertness are recorded and end of session levels of alertness are recorded.	This has helped to empower that class staff to continually monitor levels of alertness and adjust either the environment or activities in response to an individual need. Thus, this ensures that an individual is able to access all learning opportunities within the classroom environment.

The primary focus this academic year has been working with a targeted group of pupils engaging in sensory circuit activities. Sensory Circuits are specific sensory activities which aim to have a positive impact upon an individual's level of alertness, hence this can positively impact upon an individual's ability to fully access all learning opportunities. The OT has worked with a group of pupils and classroom staff to trial and monitor outcomes of specific sensory diet activities. The outcomes of the sessions are that staff are provided a list of specific sensory activities which can then be incorporated into the pupil's sensory diet. In addition, this intervention has empowered classroom staff to monitor individual pupil's levels of alertness, and given them the skills to proactively support the individual sensory needs on a day to day basis.

The O.T has continued to provide advice, recommendations and provision of sensory Levels charts (Sensory Diet based upon both sensory and behavioural observations), and or sensory strategies following a combination of observational assessments and sensory questionnaires. Following on from a period of assessment the O.T has produced in-depth high-quality analysis to inform their sensory diets. As part of this process, the OT has additionally been able to advise staff that further multidisciplinary assessment may be required in order to provide a holistic view of the individuals difficulties.

Home Visits have been completed following discussion with the head teacher, when it has been felt that initial support at home will have a positive impact upon school performance.

### **Impact of staff support and lesson /environmental audits**

The impact of the work done by the O.T continues to secure staff understanding around the appropriate sensory activities individual pupils need during the day. Pupils who have been assessed continue to have a sensory profile with clear strategies and activities to support their own individual sensory needs. In order to get the very best out of our pupil's staff continue to be supported with on-going advice provided by the OT so they are able to implement these detailed profiles into their own planning to assist pupils so they are appropriately supported to engage and refocus in the lesson. Staff continue to be provided with advice and training to support creative initiatives when teaching lessons and activities so pupils are able to show a greater improvement in attention control and sustain concentration for increased periods of time due to the appropriate level of sensory input. In addition, OT assessment can additionally highlight the need for additional multidisciplinary assessment in order to fully understand the complex needs of individual pupils.

### **Priorities for 2018-19:**

Sensory training for staff and parents

Food desensitisation groups

#### 4. **Breakfast club**

It is important for children to establish good eating habits while they are young, as early eating habits often follow us into adulthood. Eating breakfast is an essential part of the day as it jump starts metabolism. Our students benefit from receiving a healthy breakfast at school each day, which scientific studies claim increases our ability to learn. It is also an opportunity for pupils to take part in a morning pulse raiser to promote physical activity as a part of a healthy lifestyle. 25 pupils attend who receive pupil premium. Pupils who come to the breakfast club are able to form relationships with pupils from outside their class group, this promotes a caring and safe environment within school as pupils are keen to look after each other. Pupils are offered different activities and areas for them to spend time with their friends in order to meet the needs of each pupil. This allows pupils to develop social skills in a safe environment with a range of different pupils.

#### 5. **Extended School Provision**

Currently we run 4 extended school provisions, one afterschool club session operating every Tuesday evening during term time and three play schemes during Feb, Easter and Summer. These extended provisions are designed to give young people the opportunity to develop their social and communication skills and to increase personal confidence. The success of these provisions can be measured by the continued high level of attendance and extensive waiting lists year on year.

##### **Play schemes**

The North Ridge play scheme runs three times a year; Summer, February half term and Easter. All students are eligible to apply for a place on the scheme, however LAC students and those identified as being our most disadvantaged and/or vulnerable students are allocated priority places. The play scheme activities and transport are funded through the school's charity fundraising account and short breaks commissioning, staffing costs, with the exception of short breaks, are met from the school budget share (including Pupil Premium).

During 2017/18 a total of 43 pupil premium students accessed one or all of the play schemes. The total number includes 6 LAC students and 12 students identified for priority disadvantaged and/or vulnerable allocated places.

<b>SCHEME</b>	<b>DURATIO N</b>	<b>STUDEN TS</b>	<b>ACTIVITIES</b>	<b>Outcome/ Pupil Parent comments</b>
Summer 2017	10 days	46	Go Air, Sky High Adventure, Blackpool Zoo, Heaton Park, BBQ party and themed sensory and craft activities.	The play scheme offers students the opportunity to expand their horizons in the company of familiar friends and staff members. Students accessing the play scheme are able to develop their socialisation skills by sharing leisure time interacting with their peers. The students are given access to a variety of venues/attractions both locally and across the region, allowing students to extend their experiences and understanding of the world around them. Parents/carers comment on improved behaviour at home prior to and following attendance at one of our play schemes. Peer relationships are developed and strengthened and parent/carers have noticed increased confidence and communication in attendees.
Feb Half Term 2018	2 days	38	Go Air, Namco Fun Scape Centre	
Easter 2018	3 days	35	Go Air, Namco Bowling Centre, BBQ Party & Easter Egg Hunt	

## **AFTER SCHOOL CLUBS**

In 2017/18 a total of 45 students attended the ASC provision. The ASC is very popular, therefore to ensure that as many students as possible have access we split the provision into 2 groups. Included in the total number of students are 15 priority places and 4 LAC students. The ASC offers a range of activities for students of all abilities and need, in addition to the regular 'choice' activities (soft play, arts & crafts, outdoor sports, music, ICT) there is also a themed weekly activity.

<b>GROUP</b>	<b>ACTIVITIES</b>	<b>Impact</b>
Group 1 Sept – Feb	A range of choice activities are available at the afterschool club (craft, soft play, music, dance, sensory play, ICT, fitness and sports) with a themed activity each week.	The afterschool club offers a safe and familiar environment for students to socialise with their friends and other peer groups. The activities offered range from educational to recreational and health, with the 'choice' being given solely to the student.
Group 2 Feb – July		

## **6. Communication and Language 2017/18**

At North Ridge High School pupils' communication and language needs are supported by a multidisciplinary team, which includes a SALT, Teacher with TLR for communication and language and a TA4 for communication and language. All students are observed by the SALT and observations are undertaken when appropriate. Following an assessment a detailed written report is shared with the class team and sent home. Strategies to support communication and language development are outlined in the report. To maintain continuity from school to home, we provide support to parents with pupil communication issues, for example, PECS books and communication aids. These provide our parents with visual material to support the change of activities and events that occur on a daily basis in the home. These are bespoke to each individual pupil at the request of the parent/carer. Staff across school are also trained in how to support pupils' with a low or high tech communication aid.

Certain pupils are identified to attend communication groups run by the SALT Team or the TA for communication and language. This year there have been targeted interventions for pupils with a signing club and an AAC group. The ASD department has begun to deliver Lego Therapy interventions, to further develop pupil communication skills. These interventions have promoted and improved:

1. Verbal and non-verbal communication
2. Joint attention and task focus skills
3. Collaborative problem-solving
4. Use of everyday prepositions and positional language.
5. Use of coherent sentence structure

NAME	INTERVENTION	TARGETS	IMPACT
Pupil A (M)	1:1 work in class  Lead TA for L&C to support	To initiate interaction using his communication book. To use a single symbol to request independently in at least 5 activities across his daily routine. Adults to model use of the book for different functions of language e.g. commenting.	Pupil A uses his new communication book daily. He also has access to communication boards for core curriculum subjects. He will point to a single symbol with minimal prompting from an adult. He will also try to approximate a sign to make his wants and needs known.
Pupil B (M)	1:1 PECS in class  Lead TA for L&C to support	To consistently travel to a communication partner to exchange a single symbol for a motivating item. To exchange a symbol with an adult when they are not giving him their attention or providing a prompt.	Pupil B is developing skills at phase 1 PECS. Class continue to try to develop a range of motivators with him.
Pupil C (M)	1:1 PECS in class  Lead TA for L&C to support	Staff to explore a range of sensory motivators for single symbol exchange - phase 1 PECS. To work towards travelling to communication partner to exchange a symbol.	Pupil C is developing skills at phase 1 PECS. He uses a help strip to request support using a symbol when he is distressed. Class continue to try to develop a range of motivators with Pupil C.
Pupil D (M)	1:1 PECS in class  Lead TA for L&C to support	Identify 5 key signs that will be functional to Pupil D throughout his daily routine.  To introduce a simple activity board with only two symbols for two activity options, to give Pupil D a forced choice. To be used within an activity such as throwing a balloon or receiving a head massage. Staff to model a simple 'go/stop' 'my turn/your turn' 'more/finished'.	Pupil D progress has been affected by his behaviour this year. Pupil D will use gestures and a few core signs to try to make his wants and needs known, but is dependent on adults being able to interpret his behaviour. Pupil D will respond well to adults showing him symbols and his symbolic understanding is a strength. He continues to need support from adults to use symbols in a functional way (often dependent on mood).
Pupil E (F)	Functional skills group-SALT	To begin initiating interaction using a sentence starter/adjective and symbol	Using activity boards Pupil E can use single symbols to request an object. She is beginning to extend to linking 2 symbols together

		to phrase level to request	independently.  Pupil E is also beginning to make a meaningful response spontaneously and initiate independently. Prompts and modelling are often required which Pupil E will copy.
Pupil F (F)	Functional skills group  SALT	To independently build a phrase to request and comment.	Pupil F is able to consistently use a two symbol phrase to comment/request. She is using a range of comments and will model for others in the group.  Good spoken language is used to support phrase selection. Some prompts still needed to initiate conversation.
Pupil H (M)	Functional skills group  SALT	To actively use communication board during a structured activity (can be reluctant). To independently use a single symbol and to have phrase level productions modelled to him within a task.	Pupil H understands the concept of an activity board and has a good single symbol knowledge. He will also point to finished when he is ready to go back to class.  Pupil H is working towards making a meaningful response consistently. Pupil H can point to a single symbol however needs prompts to stay on task.  Pupil H doesn't always copy a model and sometimes requires hand over hand support. Pupil H will use a selection of gestures to communicate his wants and needs.
Pupil I (M)	Functional skills group  SALT	To independently build a phrase to request and comment.	Pupil I will initiate conversation and his phrase choices are meaningful. He can extend to 2 symbols and respond to other children's communication by making jokes using an activity board.
Pupil J (M)	1:1 PECS in class  Lead TA for L&C to support	Pupil J will be able to independently (unprompted) initiate interaction by exchanging a photo/symbol for at least 3 different motivating items across his daily routine (phase 1).	Pupil J has successfully completed phase 1 and 2 of PECS. He will independently travel with a symbol to request a range of items and be persistent to getting an adults attention to initiate communication. His next target will be to discriminate between a range of symbols and increase his vocabulary (phase 3).

Pupil K (F)	AAC group Lead Ta for L&C	To be producing language at phrase level. This won't be necessary all the time as the most important thing is that she is able to give a message quickly and effectively. But it is important that she has this skill for when she does need it.  To be able to ask a question independently - social 'do you have any pets?' and functional 'what lesson is after lunch?'	Pupil K has successfully integrated use of her high tech device into her daily routine. She is able to produce a sentence using the symbols but this is dependent on her mood and on the context of the communication.  Some prompts needed to independently ask a question socially.
Pupil L (F)	AAC group Lead Ta for L&C	To produce and introduce a low tech system for times when Lauren's high tech device isn't available.	Pupil L's communication book was created using symbols requested from carer and sent home to provide Pupil L with a low tech system. Pupil L will confidently use her low tech system when out in the community.
Pupil M (M)	1:1 PECS in class Lead TA for L&C to support	To be able to independently (unprompted) initiate interaction by exchanging a photo/symbol for at least 3 different motivating items across his daily routine (phase 1).	Pupil M has good symbolic knowledge. He is developing motivators in class and has a good understand of how PECS works. He understands that he needs to exchange a symbol for a preferred item using his PECS book. Pupil M still needs prompts to be consistent as he can become passive dependant on mood.
Pupil N (M)	1:1 PECS in class Lead TA for L&C to support	To be able to independently (unprompted) initiate interaction by exchanging a photo/symbol for at least 3 different motivating items across his daily routine (phase 1).	Pupil N will actively use his PECS book during choose. Once initially prompted Pupil N will independently exchange for a range of motivators. Pupil N is accessing PECS at level 2 and beginning to travel to staff to initiate an exchange. Pupil N ideally needs to be making 20+ exchanges a day to continue to develop his use of PECS and extend his vocabulary across different times of the day.
Pupil O (M)	1:1 PECS in class Lead TA for L&C to support	To be able to independently (unprompted) initiate interaction by exchanging a photo/symbol for at least 3 different motivating items across his daily routine	Pupil O is developing skills at phase 1. He is beginning to initiate interaction by exchanging a symbol for a preferred item. Prompts needed to exchange for a range of motivators across different times of

		(phase 1).	the day.
Pupil P (F)	AAC group  Lead Ta for L&C	To use joystick to make a selection.  To initiate communication e.g. 'listen to me' 'I've got something to say'.	Pupil P has a new device with a joystick to support selection/function of her wheelchair. Initially Pupil P took time to adjust to her new device. With support and new groupings of word categories Pupil P is using her device effectively. She is responding using her joystick and when prompted initiating conversation. Pupil P is also sounding her horn button on her chair to get an adult/students attention.

### **Intervention 2017-2018**

Intervention sessions have been delivered to pupils across the school and were funded by Pupil Premium money.

Pupils received at least 6 sessions of intervention sessions in an area identified by the class teacher using all relevant data.

- Total number of pupils who received one to one or small group tuition September 2017- June 2018: **34**
- Of which pupil premium: 21
- Of which LAC: 5
- KS3: 15      KS4: 15      KS5: 4
- Boys: 23      Girls: 11

### **Progress:**

- 20 pupils made above expected progress (59%)
- 12 pupils made expected progress (35%)
- 2 pupils have not yet met their target as work is not complete but they are on target to make expected progress (6%)

### **LAC pupils:**

- 4 pupils made above expected progress
- 1 pupil made expected progress

## Examples of progress

On target

Above target

Pupil	Year group	Curriculum area	Target	Starting level	Target Level	Level on completion	Evaluation	Impact statement
Pupil A  (F)	Year 10	English /Reading	Pupil A will blend three separate letter sounds together to read a CVC word.	0%1C	10%1C	14%1C	Pupil A has been excellent in 1:1. She takes on board feedback from each session and comes back more confident each week. Through following a structured guided reading session she is now able to confidently segment and blend CVC words. Pupil A has also developed her knowledge of HFW and can confidently read some familiar HFW in a short text.	Through 1:1 and phonics lessons Pupil A can confidently blend three separate sounds together to read a CVC word. Pupil A also recognises some key CVC word's within a text and will read from memory.
Pupil B  (F)	Year 10	Reading, writing	Pupil B will blend three separate letter sounds together to read a CVC word.	10%1C	20%1C	21%1C	Pupil B tries extremely hard in 1:1. She is very persistent, even when she is struggling on an initial sound. She is able to blend CVC words and is now beginning to read some CCVC words!	Pupil B has made good progress with her phonics and is beginning to look at phase 3 phonemes. Through intervention she has developed self-belief and does not seek adult approval as much when reading a word. She can

								confidently read CVC words within a text.
Pupil C  (M)	Year 8	English / Reading	To be able to construct simple sentences with some detail (including correct letter formation, sentence structure, knowledge of phase 4/5 phonics spellings, punctuation and adjectives / adverbs).	49% 1B	59% 1B	67%1B	Pupil C continues to progress and develop his reading ability. It's nice to see that Pupil C genuinely enjoys reading now. Pupil C can infer from a text and construct simple sentences when answering comprehension questions about a text. Pupil C is able to use correct letter formation and punctuation.	Pupil C has developed his knowledge of phase 4/5 phonics and uses his skills learned through 1:1 and phonics lessons to construct more detailed sentences.
Pupil D  (M)	Year 9	Maths	To be able to read numbers to 5 – step p6	54% P5	64% P5	5%P6	Pupil D enjoys 1:1 and will happily join in with the counting song. Due to Pupil D behaviour and missing parts of his 1:1 sessions he is not secure with identifying number 3-5 as he is sometimes inconsistent. Pupil D can confidently identify number 1&2 when he concentrates.	Pupil D has not quite mastered this skill yet. We have continued the work given from 1:1 in class and will continue to do so. When Pupil D concentrates he can identify numbers 1-3 and with verbal prompts numbers 4&5.
Pupil E  (M)	Year 9	Maths	(2C number) To develop motor skills and mental strategies for counting (with a focus on subtraction	17% 2C	27% 2C	43%2C	Pupil E has made good progress in 1:1. He has developed his mental strategies for simple addition and subtraction and transfers the	Pupil E thoroughly enjoys 1:1 with Teacher. Pupil E has become more consistent when using mental strategies for counting. He has also been applying

			and problem solving).				strategies learned when problem solving. Some prompts needed to read the question carefully to identify if a problem is asking for subtraction or addition.	strategies learnt in other areas of maths e.g. multiplication.
Pupil F (F)	Year 8	Maths	To be able to write Th H T numbers (using correct number of '0's e.g. 1000 for thousand) – step 2c  To be able to read any 4 digit number- step 2c	78% 1B	88% 1B	6% 1A	Pupil F can confidently write 4 digit numbers independently. She can consistently identify 4 digit numbers. Pupil F on occasion needs prompts to remember what each digit represents e.g- Tens represent multiples of ten.	Pupil F often requires prompts initially to remember strategies learned when identifying a 4 digit number but once prompted Pupil F is independently able to identify 4 digit numbers when reading and writing.
Pupil G (M)	Year 9	English / Reading	To be able to answer simple questions about a simple story or section of a story.	71% P7	81% P7	82%P7	Pupil G is able to answer simple comprehension questions about a text. He is beginning to understand characters motives through using the pictures in the story and looking at facial expressions. Pupil G is still inconsistent with identifying initial sounds of the alphabet and needs signs to remind him.	During a guided reading lesson Pupil G will get involved in discussing a story and with some prompts will answer simple questions about the text.  Once a story is familiar Pupil G can answer simple questions about the text independently and discuss his opinions about the story.
Pupil H (M)	Year 9	English / Phonics	To develop knowledge of phase 3 phonemes.  To develop	57% 1C	67% 1C	78%1C	Pupil H has made excellent progress through 1:1. Pupil H has a greater	Pupil H has developed his phase 3 word recognition and applies thus when

			decoding and blending skills when reading.				understanding of phase 3 phonics and uses strategies learned when reading unfamiliar words within a text. He has developed his decoding and blending skills and is reading more words from memory.	reading a text. Pupil H has embedded strategies learned through 1:1 and phonics lessons to read with more fluency including decoding and blending unfamiliar words.
Pupil I (M)	Year 12	Maths	To be able to confidently count in 2s and 5s. To transfer this skill when counting change in the café.	74% 1B	84% 1B	84%1B	Pupil I can confidently recall his 2 and 5 times tables. Pupil I may need some initial prompts to remember what multiple we are counting up in. Pupil I transferred this skill when counting change in a pretend shop environment.	Pupil I sometimes needs some prompts to remember to use his timetables but can count change in the café with 2p and 5p coins.
Pupil J (M)	Year 12	Maths	To be able to identify the 3 items that s/he can afford with a given amount of money (up to £50)	51% step 3	56% step 3	56% Step 3	Pupil J has gained a greater understanding of the worth of money and can estimate how much everyday products cost at a supermarket. Pupil J understands that branded items are more expensive and can discuss ways in which to save money when shopping. E.g- Look for offers, buy none branded.	Pupil J has shown a greater understanding of the cost of items. Pupil J can name items he could buy with a set amount of money and enjoys transferring this skill when going shopping for ingredients for cooking lessons.
Pupil K	Year 10	English / Readin	To be able to read and	67% 1B	77%1 B	78% 1B	Pupil K has made excellent	Pupil K's reading of short words has

(M)		g	identify the sounds of the digraphs ch,sh,th and build words using them.				progress. He is a much confident reader and can confidently identify ch, sh and th digraphs when reading. Pupil K is now working on phase 4 phonics, learning to transfer knowledge of phase 4 sounds when reading an unfamiliar word.	improved. He has accessed more written instructions in English and Science. He still struggles when it comes to reading these words within a sentence but overall has become more fluent.
Pupil L (F)	Year 13	English / Reading	To be able to confidently decode and encode CVC words starting with the digraphs ch, sh and th.  To be able to confidently read HFW within a text.	84% 1B	94% 1B	4%1A	Pupil L has developed her HFW knowledge and knows many from memory. She has moved up a book band and continues to build her confidence when reading an unfamiliar text.	Pupil L can independently decode and encode CVC words starting with ch and sh. Some prompts needed with words beginning with th consistently.  Pupil L needs to continue to consistently read both at home and school to further develop her decoding and encoding.
Pupil M (M)	Year 9	English / Reading	To be able to confidently decode and encode phase 4 sounds. To develop fluency when reading a text.	54% 1B	64%1 B	18% 1A	Pupil M can confidently decode and encode phase 4 digraphs within a text. Pupil M adopts specific strategies to support his reading each week and focusses on using them in class. Pupil M is reading more words from memory which is developing his	Pupil M uses strategies learnt in 1-1 and class to support his reading. He is becoming more fluent in his reading and is beginning to use a story voice when prompted for different characters.

							fluidity when reading.	
Pupil N (M)	Year 11	Maths	Pupil N will be able to work out number bonds to 20 and write a number sentence to match e.g. $6+14=20$ .	73 % 1B	83% 1B	6%1A	Pupil N began to become more confident with number bonds to 20. Pupil N can independently order number bonds to 20. Pupil N still needs prompts to use range number bonds when solving a sum.	Pupil N knows a selection of number bonds to 20 and uses these when answering simple addition sums. Some prompts needed to use a range of number bonds to support addition.
Pupil O (M)	Year 8	English /Comprehension	To be able to make inferences on what a character is doing and give reasons behind events in a text.	83% 1B	93% 1B	65% 1A	Through following a structured guided reading session Pupil O was able to make appropriate predictions. He is beginning to relate to events in a story and begin to understand characters motives.	Pupil O's inference skills have really developed – he is better able to put himself in the position of the character to help him comment about their thoughts, feelings and actions. He is gaining skills in using evidence from the text to support his answers and ideas.
Pupil P (M)	Year 11	Maths	Pupil P will be able to partition numbers to 99 using a partition grid.	57%1 B	67%1 B	67% 1B	Pupil P understands how to partition numbers to 99 using a grid and can do so independently. When completing a partitioning worksheet Pupil P often needs prompting to re-read the question and think about what it is asking him to do. Once he understands the question Pupil P can complete independently.	Pupil P may initially need prompts to use the partitioning method when answering a sum, however when modelled once Pupil P can independently a partition grid to partition numbers to 99.

Pupil Q (F)	Year 10	Writing/number	To recall multiplication and division facts for 2, 5 and 10 times table.	44% 2C	54% 2C	54% 2C	Pupil Q can confidently and independently recall multiplication facts for 2, 5 and 10 times tables. She requires some prompts initially to recall division facts. Pupil Q used her known multiplication facts in context when solving a number problem.	Pupil Q confidence in number work has improved greatly and she has demonstrated this during the current topic of money. She can confidently count 2, 5 and 10p's using her times table knowledge.
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### Nurture Group report 2017-2018

Pupil	Year group	Key Stage	Target	Start ing level	Target Level	Level on completi on	Evaluation	Impact statement
Pupil A (M)	Year 9	PSHC E	To use more positive language with his peers.	42% 2C	50% 2C	55% 2C	When relaxed Pupil A can offer positive comments to other pupils unprompted. Pupil A was encouraging towards his partners and other pupils. He became a leader within the group and thrived on the responsibility when helping others. Pupil A showed he understood the benefits of giving positive feedback for himself and others. He often verbalised how proud he was	Pupil A has shown progress in positive interactions with his peers in class. Pupil A acknowledges the successes of others in lesson eg; will comment on good work, which has helped him build some more positive relationships within his class group.

							with himself at the end of each session. However, Pupil A needs to continue to work on these skills when his moods vary.	
Pupil B (M)	Year 10	PSHC E	To begin to initiate interactions with other children.	71% 1B	79% 1B	80% 1B	Pupil B was able to initiate interactions with others pupils with verbal prompts from staff. Once comfortable within his group Pupil B was able to initiate a variety of conversation with his group and could lead simple activities. Pupil B needed reminders to listen to other pupil's answers before moving onto the next question.	Pupil B needs to consider his questioning towards his peers and allow time for them to respond. Pupil B will happily interact with his peers in more familiar contexts. More benefit would be gained from prolonged access to such group.
Pupil C (F)	Year 12	PSHC E	To ask one question to another peer consistently	37% 1B	40% 1B	41% 1B	Pupil C is able to give positive body language to her partner consistently. Pupil C listens well and responds to questions with simple answers. Pupil C enjoys lots of praise. She has worked well with her partner and they seem to have developed a friendship.	Pupil C confidence can be inconsistent within class. When feeling confident Pupil C is able to use skills from nurture group and apply them to lesson. In a small group Pupil C is able to ask questions when prompted, in a large group this is inconsistent.

Pupil D (F)	Year 10	PSHC E	To begin to respond to my peers in a simple conversation.	37% P7	60% P7	63% P8	Pupil D independently asks 1-2 questions aimed at the teacher and although Pupil D needs time to respond, she responds to questions with short sentences. Pupil D became more confident within the group and contributed to ideas with single word responses.	Pupil D will respond to her peers within more familiar contexts. She still gives responses in short sentences and sometimes keywords. Pupil D often imitates what a member of staff has said when talking to peers.
Pupil E (F)	Year 10	PSHC E	To be able to take part in discussion with one other person and the whole class.	52% 2C	50% 2C	66% 2C	Initially Pupil E found it very difficult to express her views within group settings but became more confident towards the end of the sessions giving two to three word answers and commenting positively about her partner. Pupil E became the leader within her partnership with a younger pupil and could direct him well using simple language.	Pupil E has become more confident to express her views in lessons. She is more vocal and is contributing well across the curriculum.
Pupil F (M)	Year 9	PSHC E	To begin to interact with other children without prompt.	37% P7	65% P7	63% P8	Pupil F has become more confident throughout the sessions and engages more with other pupils. Pupil F enjoys working	Pupil F has made progress in interacting with peers as a result of consistent social activities across the curriculum.

							with Pupil B and has initiated conversations using single words. Pupil F listening skills improved, he did however need constant support to communicate verbal ideas to staff or pupils.	
Pupil G (M)	Year 11	PSHC E	<p>To develop social communication skills when interacting with his peers, supporting to raise self-esteem and reduce anxiety.</p> <p>To direct some questions towards his peers.</p>	67% 2B	75% 2B	77% 2B	<p>Pupil G has become comfortable within the group setting and directs simple questions to other pupils rather than staff with prompt. Pupil G contributes ideas when asked. Pupil G enjoys discussing his home life and will give full sentence responses when asked about it by other pupils.</p> <p>Pupil G has become much less dependent on the staff in session, needs much less reassurance. Pupil G asks less questions regarding time frame of lessons. Pupil G is beginning to enjoy the</p>	<p>Pupil G still requires a lot of reassurance from staff. He is able to make good contributions within lessons and enjoys working with his peers.</p>

							company of the other pupils.	
Pupil H (F)	Year 11	PSHC E	To face the person she is talking to whilst engaged in conversation.	36% 1B	45% 1B	4% 1A	Pupil H has enjoyed being paired with Pupil C, they have developed a comfortable relationship during the sessions. Pupil H can look directly at Pupil C to ask simple questions but often directs glances towards staff when with pupils she is unfamiliar with.	Pupil H has grown in confidence and tends to hold the gaze of pupils and staff she is more familiar with.
Pupil I (M)	Year 9	PSHC E	To use kind words and positive language towards staff and pupils.	76% 1C	85% 1C	1% 1A	Pupil I enjoys time outdoors and seems to feel a sense of achievement when looking back at the work he has completed. When prompted, Pupil I could use positive language to describe the actions of his partner and throughout the sessions I found Pupil I could praise his friends with more enthusiasm and less prompt. Pupil I needs to	Pupil I is continuing to work towards improving his peer relationships and using positive language.

							be paired well as certain pupils cause Pupil I behaviour to escalate.	
Pupil J (M)	Year 9	PSHC E	Is able to cooperate with a partner on a short activity (by turn taking, listening and responding and managing frustrations calmly).	52% 1C	55% 1C	55% 1C	Pupil J worked well with his partner and enjoyed the activities. He was able to take a small leading role when prompted and used symbols to instruct his partner. Pupil J needs to be reminded about personal space and inappropriate touch.	Pupil J needs to continue working towards safe, appropriate relationships when working closely with a partner.  He has made improvements when turn taking.
Pupil K (M)	Year 10	PSHC E	To understand how to be a good friend and not copy inappropriate behaviours.	83% 1B	95% 1B	4% 2C	Pupil K has enjoyed manual tasks when in group and puts effort into each job. Pupil K enjoys being with his friends and pupils he knows well, however he often became very 'silly' when with particular friends and seeks approval for his silly behaviours from them. Pupil K has responded best when paired with an older pupil.	Pupil K is trying to try to manage his own behaviour. Pupil K is aware when he is becoming inappropriate but can struggle to make choices once his behaviour has escalated.

Pupil L (M)	Year 11	PSHC E	<p>To develop social communication skills when interacting with his peers, supporting to raise self-esteem and reduce anxiety.</p> <p>To direct some questions towards his peers.</p>	43% 2A	65% 2A	0% 3	<p>Pupil L enjoys discussing his likes and dislikes with his partner and contributes to the group when prompted.</p> <p>Pupil L has become much less dependent on the staff in session, needs much less reassurance regarding time &amp; structure of session. Pupil L is beginning to enjoy the company of the other pupils, but still directs many questions to staff.</p>	Pupil L still requires a lot of reassurance from staff. Pupil L is able to seek out 1-2 close friends to ask questions to. He is able to carry transfer this skill to other settings.
Pupil M (F)	Year 7	PSHC E	To use more positive language when talking about herself and her achievements.	0% 2B	10% 2B	7%2B	<p>Pupil M was able to direct Pupil C to complete tasks in the allotment area with little staff support. Initially Pupil M was very negative about the group &amp; the tasks given. Each week Pupil M became less negative about the work and struggled to express and discuss her achievements during the plenary. Although the negative comments never ceased</p>	<p>Pupil M has made some progress in the way she talks about herself and her achievements. She has developed her understanding that if she talks negatively about herself and what she is doing, for example, by repeating I can't do it. I'm rubbish at that etc. that this affects her motivation to do things, her self-esteem and belief about her own abilities.</p> <p>This will be an ongoing target for</p>

							during sessions they did become less frequent and Pupil M became more able to highlight her own/others' successes during the plenary each week.	Pupil M.
Pupil N (M)	Year 11	PSHC E	To initiate interactions with his peers without staff prompt.	68% P8	74% P8	74% P8	Pupil N has completed simple tasks with a partner following a visual prompt. These tasks were mostly independent and encouraged the pupils to communicate next steps towards one another. Pupil N enjoyed time outside and worked well with Pupil D. Pupil N became the prominent voice in the pair and was able to direct Pupil N with some staff prompt. Pupil N began to independently initiate conversations away from the topic using simple closed questions directed at Pupil N.	Pupil N is able to initiate conversation with his peers, Pupil N will ask his peers 'how they are?' and 'what they are doing this weekend?' Pupil N is continuing to build confidence and expand his questioning.

Pupil O (M)	Year 7	PSHC E	To develop confidence.	0% 1A	35% 1A	61% 1A	Pupil O is able to work with a partner to complete tasks with little verbal prompts. Initially Pupil O asked for support from staff more willingly than from his partner. However, Pupil O grew in confidence and began to socialise with his peers, discussing topics of interest.	Pupil O confidence has increased – he engages well with other students and initiates conversations and activities with them. His increased confidence has enabled him to access and enjoy a range of clubs around school.
Pupil P (F)	Year 8	PSHC E	To initiate interactions with her peers without staff prompt.	3% 1C	10% 1C	53% 1C	Pupil P has completed simple tasks with a partner following a visual prompt. These tasks were mostly independent and encouraged the pupils to communicate next steps towards one another. Pupil P enjoyed time outside and worked well with Pupil B. Pupil P was able to follow instructions from Pupil B delivered either with gesture or simple verbal commands. Pupil P did struggle to answer Pupil B's questions when asked	Pupil P now seeks attention from her peers and initiates simple conversations such as:  What did you do last night?  What are you having for tea tonight?  Do you have a brother / sister? What is their name?  Pupil P is beginning to ask others to play simple games with her – those which she enjoys such as numbers and snap.

							often giving him no response, which is when both pupils would seek support from staff. Pupil B needs time to think about questions/ commands and respond. Pupil P would often only give single word answers and needed prompts to repeat the question back to her partner for the conversation to continue.	
Pupil Q (M)	Year 10	PSHC E	To increase confidence and develop positive relationships with his peers.	23% 1A	32% 1A	36% 1A	Pupil Q was very disengaged during the Growit sessions. He came to Growit straight after circuit training in PE and was very tired. Pupil Q did not work well with his partner and often distracted them from the task. When Pupil Q is engaged he can complete a task, he is able to do this but needs a lot of reassurance and prompts from staff.	Pupil Q has increased confidence in class in relation to his peer relationships. Pupil Q is still working on developing relationships outside of his class.

Pupil R (M)	Year 10	PSHC E	To attempt to initiate interactions with his peers independently.	0% 2C	19% 2C	19% 2C	Pupil R seems to enjoy Growit, he works well with Pupil L in a 'leader' role in the partnership. Pupil R is very mild mannered and quiet so often will open up to his peers more when staff do not intervene.	Pupil R has confidence in interacting with peers which has improved since Autumn. Pupil R now has a group of friends from his class and also other classes.
Pupil S (M)	Year 11	PSHC E	Developing social communication, raising self-esteem and reducing anxiety.	0% 3	10% 3	7% 3	<p>Pupil S is very familiar with the Growit group now and some of the tasks involved, therefore needs less reassurance when completing jobs. He does however still seek attention from staff rather than partners and will often ask questions repeatedly.</p> <p>Towards the end of the sessions Pupil S worked in a group of three with Pupil C and Pupil R. He enjoyed their company and chose to be with them on a number of occasions.</p> <p>Pupil S has opted to complete his DofE bronze this</p>	Pupil S seeks reassurance with any given task that is not familiar but will need less support in familiar settings. Pupil S is continuing to work on this.

							year. His has placed Pupil S in situations where he has to speak to his peers and others. He recently completed a six week water sports program, where he developed from having never been on the water, to completing his Kayak two star award and his paddle power level three qualification.	
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### Pupil fitness activities 2017-18

NAME	TARGETS	EVALUATION	IMPACT STATEMENT
Pupil A (M) Year 11	<p>To develop understanding of what makes a health active lifestyle.</p> <p>To improve understanding of smart food choices.</p> <p>To increase activity level both within and outside of school side</p>	<p>Pupil A openly admits he does not enjoy sport however he understands the need for a physical active lifestyle and the importance of developing a health way of life.</p> <p>Pupil A has started talking his dog for a walk on a daily basis. This walk time has increased from 20 mins to 40 mins.</p> <p>Pupil A had a very high sugar breakfast and a enjoyment of fast food. He has reduced the fast food intake to once a week He has also developed his understanding of food swaps, that mean he can still eat his favourite things but better versions of them. For example Pupil A enjoys walkers crisp. So instead he started to et smiths square crisp as these a baked crisps instead of fried. Pupil A had never eaten an egg. He has now made cheese, ham and tomato</p>	<p>Pupil A has increased his physical activity level outside of school through activities he enjoys, walking his dog, being the main one.</p> <p>His takes the dog out for 40 mins every evening with his mum.</p> <p>Pupil A is more aware of his dietary choices and has made several food switches that I am aware of. He has said that he enjoys the new food selections more than the old ones.</p> <p>Pupil A still needs to increase physical activity levels in school though dinner time club and this will be addressed next term.</p>

		omelette for his family on several occasions for breakfast.	Start weight. 12.10 End weight 12.8
Pupil B (M) Year 9	<p>To develop understanding of what makes a health active lifestyle.</p> <p>To improve understanding of smart food choices.</p> <p>To increase activity level both within and outside of school side</p>	<p>Pupil B has shown an understanding of what makes an active lifestyle and the factors that impact on his physical wellbeing. Especially with regards to his personal fitness levels and the impact they have on his asthma.</p> <p>He has shown an increase awareness of food choices and developed his understanding of food swaps. For example eating baked crisp and not fried crisp. High sugar levels in cereals.</p> <p>Pupil B has shown an interest in attending sports clubs outside of school, while increasing his sport activity in school. He has been given information with regards a local football team that he could join.</p>	<p>Pupil B's family have received information about Manchester City ability counts team, as football is clearly a major interest in Emmanuel sporting mind-set. Away from football, pupil B has increased his exercise level in school, participating in a sports based dinner club 4 out of five days ( Hairspray performance only day not sport based) He is also participating in extra PE lesson through inclusion program with OLHS. All these activities are slowly improving Pupil B's fitness levels.</p> <p>Pupil B has shown at dinner time through his food selection that he recognises foods that are healthier.</p> <p>Pupil B still needs to look for greater opportunities to participate in physical activities outside of school, as this will benefit him further.</p> <p>At the start of the program Pupil B weight 14st 5 at the end of the six weeks Pupil B weight was 14st 3.</p>
Pupil C (M) Year 10	<p>To develop understanding of what makes a health active lifestyle.</p> <p>To improve understanding of smart food choices.</p> <p>To increase activity level both within and outside of school side</p>	<p>Pupil C has shown an understanding of what makes an active lifestyle and the factors that impact on his physical wellbeing. He recognises the need to increase his physical exercise levels as this is an area he does not do outside of school. It was evident when we used the gym that Pupil C tired very quickly.</p> <p>He has shown an increase awareness of food choices and developed his understanding of food swaps. Pupil C has a very high sugar breakfast every day; he was shown alternative breakfast meals, including</p>	<p>Pupil C has shown an increase in physical activity both in and outside of school. He is able to perform an basic gym equipment for longer and on the recent sports relief run, he was able to run for 40 minutes (several short breaks / walk periods) something he would not of been able to do previously. Pupil C still needs to find sports based activities outside of school that he enjoys and regularly participates in these.</p>

		<p>omelettes. Pupil C has since made this breakfast every Sunday for himself and his mum.</p> <p>Pupil C does not really show interest in sport, so sports clubs are not a priority to him, he doesn't however enjoy going for a walk with his mum. This is something he has tried to increase. He has also joined the change for life dinner time club. Next half term Pupil C will target three sports based clubs a week.</p>	<p>Pupil C start weight was 11st 3</p> <p>End weight 11st 06</p>
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### CSE Interventions 2017– 18

At North Ridge High School we have adapted Barnardos' Real Love Rocks training package and adapted it to meet the needs of our pupils to raise their awareness and understanding of what a healthy, safe, consensual relationship is and about child sexual exploitation and grooming.

An identified cohort of 25 pupils, consisting of 6 ks3 pupils, 10 ks4 pupils and 9 ks5 pupils, met in single sex groups for CSE intervention session. Girls starting in the Autumn term and boys in the summer term. Following consultation with all staff these pupils were identified as being more at risk of CSE because of the following reasons:

- they were independent travelers to and from school
- they went out in the community by themselves without adult supervision outside school
- they had previously displayed unsafe behaviour related to CSE
- they had a limited understanding of who was a safe adult/ stranger
- some had previously had CSE intervention in 2016-17 but were included in the cohort for a second year to reinforce their previous learning about healthy relationships, how to identify signs of CSE and how to keep themselves safe.

NAME	TARGETS	EVALUATION
<p>Pupil A (F) Year 10</p>	<ul style="list-style-type: none"> <li>• To be able to identify what makes a <b>safe/ unsafe</b> friendship/ relationship.</li> <li>• To begin to develop strategies for saying <b>"NO."</b></li> <li>• To identify who a stranger might be and know not to accept anything from a stranger. <i>PSHCE 1C</i></li> <li>• To identify why they should be careful when using ICT equipment, e.g. keeping personal information private. <i>E Safety 1</i></li> </ul>	<p>Pupil A participated in the group discussion about healthy and unhealthy relationships and could confidently identify if a behaviour was safe or unsafe with some verbal and visual prompts. She developed her understanding of who a stranger is and could identify who was a safe/ responsible adult. She was able to identify personal information that she must not share with strangers online. Pupil A needs to continue to develop her knowledge and understanding about keeping safe and be able to identify the dangers of making friends with strangers in the community and online.</p> <p>Next steps:</p> <p>Follow up work in PSHCE/RSE lessons and the E Safety Super Learning Day. Further CSE intervention</p>

		recommended.
Pupil B (F) Year 8	<ul style="list-style-type: none"> <li>To be able to identify what makes a <b>safe/ unsafe</b> friendship/ relationship.</li> <li>To begin to develop strategies for saying "<b>NO.</b>"</li> <li>To identify where to go to obtain help in different circumstances. <i>PSHCE 1B</i></li> <li>To identify why they should be careful when using ICT equipment, e.g. keeping personal information private. <i>E Safety 1</i></li> </ul>	<p>B participated in the group discussion about healthy and unhealthy relationships and could identify if a behaviour was safe or unsafe with increased confidence. She showed a clear understanding of and could identify who was a safe/ responsible adult and where she could go to ask for help safely. B needs to continue to develop her knowledge and understanding about keeping safe and reflect on the dangers of making friends with strangers in the community, the Factory Youth Zone and online.</p> <p>Next steps:</p> <p>Follow up work in PSHCE/RSE lessons and the E Safety Super Learning Day. Further CSE intervention recommended.</p>
Pupil C (F) Year 11	<ul style="list-style-type: none"> <li>To be able to identify what makes a <b>safe/ unsafe</b> friendship/ relationship.</li> <li>To develop her understanding of <b>informed consent.</b></li> <li>To identify a range of behaviours associated with different situations as right and wrong. <i>PSHCE 2A</i> To give examples of when to say "<b>No</b>" and begin to develop strategies for saying "<b>No</b>", e.g. online, in person, in different situations. <i>E Safety 2</i></li> </ul>	<p>C has participated maturely in the sessions, making relevant and confident contributions to discussions. She can identify safe and unsafe behaviours in friendships and more intimate relationships. She has been able to reflect on the different scenarios discussed and identify how she would act in such a situation to keep herself safe, including safe online behaviour. C has a good understanding of informed consent and how people may exert controlling behaviour. It is important that she continues to have opportunities to reinforce her understanding of this.</p> <p>Next steps:</p> <p>Follow up work in PSHCE/RSE lessons, the E Safety Super Learning Day and the Online Safety sessions with our Community Liaison Police Officer. Further CSE intervention recommended.</p>
Pupil D (F) Year 11	<ul style="list-style-type: none"> <li>To be able to identify what makes a <b>safe/ unsafe</b> friendship/ relationship.</li> <li>To identify where to go to obtain help in different circumstances. <i>PSHCE 1B</i></li> <li>To suggest why she should not share personal information without checking with a safe adult, e.g. when working online. <i>E Safety 1</i></li> </ul>	<p>D participated in the group discussion about healthy and unhealthy relationships and could confidently identify if a behaviour was safe or unsafe with some verbal and visual prompts. She developed her understanding of who a stranger is and could identify who was a safe/ responsible adult whom she could ask for help. She was able to identify personal information that she must not share with strangers online. D needs continued support to develop her assertiveness as she is always keen to agree with/please others. D needs to continue to develop her knowledge and understanding about keeping safe and be able to identify the dangers of making friends with strangers in the community and online.</p> <p>Next steps:</p>

		Follow up work in PSHCE/RSE lessons and the E Safety Super Learning Day. Further CSE intervention recommended.
Pupil E (F) Year 13	<ul style="list-style-type: none"> <li>To be able to identify what makes a <b>safe/ unsafe</b> friendship/ relationship.</li> <li>To develop her understanding of <b>informed consent</b>.</li> <li>To begin to develop strategies for saying <b>"NO."</b></li> <li>To identify a range of behaviours associated with different situations as right and wrong. PSHCE 2A</li> <li>To give examples of who she should and should not share personal information with <i>E Safety 2</i></li> </ul>	<p>E participated maturely in the sessions and made relevant contributions to discussions. She can identify safe and unsafe behaviours in friendships and more intimate relationships E has an understanding of safe online behaviour and knows some of the personal information that should be kept private online and not shared with strangers. She has been able to reflect on the different scenarios discussed and can identify if behaviours are right/ safe or unsafe/ wrong and identify how she would act in such a situation to keep herself safe. E was able to relate some of the scenarios discussed in the sessions to her experience and feelings. E is developing her understanding of informed consent and it is important that she continues to have opportunities to reinforce this.</p> <p>Next steps:</p> <p>Follow up work in PSHCE/RSE lessons, the E Safety Super Learning Day and the Online Safety sessions with our Community Liaison Police Officer. Further CSE intervention recommended.</p>
Pupil F (F) Year 11	<ul style="list-style-type: none"> <li>To be able to identify what makes a <b>safe/ unsafe</b> friendship/ relationship.</li> <li>To develop her understanding of <b>informed consent</b>.</li> <li>To recognise that pressure to behave in a risky or unacceptable way comes from a variety of sources <i>.PSHCE 4</i> To give examples of when to say <b>"No"</b> and develop strategies for saying <b>"No"</b>, e.g. online, in person, in different situations. <i>E Safety 2</i></li> </ul>	<p>F has participated maturely in the sessions, making relevant and supportive contributions to discussions. F can identify safe and unsafe behaviours in friendships and more intimate relationships and understands that sometimes people who are your friend may behave in a controlling way. F has developed her understanding of safe online behaviour and identifies what information she should keep private and some of the reasons why. She has been able to reflect on her own experience of being in the community and consider what she would do in certain situations to keep herself safe and is clear about who safe adults are. She is developing her understanding of informed consent and it is very important that she continues to have opportunities to reinforce this.</p> <p>Next steps:</p> <p>Follow up work in PSHCE/RSE lessons, the E Safety Super Learning Day and the Online Safety sessions with our Community Liaison Police Officer. Further CSE intervention recommended.</p>
Pupil G (F) Year 12	<ul style="list-style-type: none"> <li>To be able to identify what makes a <b>safe/ unsafe</b> friendship/ relationship.</li> <li>To recognise safe and unsafe situations. PSHCE 2C</li> </ul>	<p>G participated in the group discussion with increased confidence and could identify healthy and unhealthy behaviours in relationships with verbal and some visual prompts. She had a good understanding of who was a safe adult. G needs to continue to develop her knowledge and understanding about keeping safe, including online</p>

	<p>To suggest why she should not share personal information without checking with a safe adult, e.g. when working online.</p> <p><i>E Safety 1</i></p>	<p>safety, and about the dangers of making friends with strangers in the community. G also needs continued support to develop her assertiveness as she is always keen to agree with/please others. This makes her particularly vulnerable when she is travelling to and from school by herself and out in the community.</p> <p>Next steps:</p> <p>Follow up work in PSHCE/SRE lessons and the E Safety Super Learning Day. Further CSE intervention recommended</p>
<p>Pupil H (F) Year 7</p>	<ul style="list-style-type: none"> <li>• To be able to identify what makes a <b>safe/unsafe</b> friendship/relationship.</li> <li>• To begin to develop her understanding of <b>informed consent</b>.</li> <li>• To be able to identify what makes an unsafe friendship/relationship.</li> <li>• To identify safe people to be with. PSHCE 2B To give examples of who they <b>should</b> and <b>should not</b> share personal information with. <i>E Safety 2</i></li> </ul>	<p>H participated in the group discussions about healthy and unhealthy relationships with understanding and was able to give examples of safe and unsafe behaviours in relationships and ask questions to further her understanding She had a good understanding of what consent means and what to if someone behaved in a controlling way. She had a good understanding of who are the safe adults that she can talk to. H was able to share her understanding of safe behavior when using the internet and on social media with the group and could describe to ways in which she kept herself safe online. H needs to continue to develop her knowledge and understanding about keeping herself safe in relationships, when out in the community, the Factory Youth Zone and when using the internet and social media.</p> <p>Next steps:</p> <p>Follow up work in PSHCE/RSE lessons and the E Safety Super Learning Day. Further CSE intervention recommended.</p>
<p>Pupil I (F) Year 11</p>	<ul style="list-style-type: none"> <li>• To be able to identify what makes a <b>safe/unsafe</b> friendship/relationship.</li> <li>• To be able to identify and discuss who is safe to ask for help. <i>PSHCE 1A</i></li> <li>• To suggest why she should not share personal information without checking with a safe adult, e.g. when working online. <i>E Safety 1</i></li> </ul>	<p>Pupil I confidently participated in the group discussion about healthy and unhealthy relationships and could identify if a behaviour was safe or unsafe. She also showed a good understanding of and could identify who was a safe/ responsible adult. She was able to identify the information she should keep private when using social media or the internet. She needs to continue to develop her knowledge and understanding about keeping safe in relationships and identify the dangers of making friends with strangers in the community and online.</p> <p>Next steps:</p> <p>Follow up work in PSHCE/RSE lessons and the E Safety Super Learning Day.</p> <p>Further CSE intervention recommended.</p>

<p>J (F) Year 12</p>	<ul style="list-style-type: none"> <li>To be able to identify what makes a <b>safe/unsafe</b> friendship/relationship.</li> <li>To develop her understanding of <b>informed consent</b>.</li> <li>To begin to develop strategies for saying "<b>NO.</b>"</li> <li>To suggest why she should not share personal information without checking with a safe adult, e.g. when working online. <i>E Safety 1</i></li> </ul>	<p>J participated maturely in the sessions, making relevant and thoughtful contributions to discussions. J listened attentively to other people's ideas and then offered her own opinions with increasing confidence. She can identify safe and unsafe behaviours in friendships and more intimate relationships. She has a good understanding of safe online behavior and understands what information she should keep private. She can reflect on the different scenarios discussed and identify how she would act in such a situation to keep herself safe. J shared some of her experiences of being out in the community without an adult during the discussions. J is developing her understanding of informed consent and it is important that she continues to have opportunities to reinforce this.</p> <p>Next steps:</p> <p>Follow up work in PSHCE/RSE lessons and the E Safety Super Learning Day.</p> <p>Further CSE intervention recommended.</p>
<p>Pupil K (F) Year 12</p>	<ul style="list-style-type: none"> <li>To be able to identify what makes a <b>safe/unsafe</b> friendship/relationship.</li> <li>To develop her understanding of <b>informed consent</b>.</li> <li>To develop strategies for saying "<b>NO.</b>"</li> <li>To be able to identify what makes an unsafe friendship/relationship.</li> <li>To recognise that pressure to behave in a risky or unacceptable way comes from a variety of sources <i>.PSHCE 4</i></li> <li>To give examples of who they <b>should</b> and <b>should not</b> share personal information with. <i>E Safety 2</i></li> </ul>	<p>K has participated maturely in the sessions, making relevant contributions to discussions and asking questions to further her understanding. K can identify safe and unsafe behaviours in friendships and more intimate relationships and understands that sometimes people who are your friend may behave in a controlling way. K has developed her understanding of safe online behaviour and identifies what information she should keep private and some of the reasons why. She consider what she would do in certain situations to keep herself safe and is clear about who safe adults are. K is developing her understanding of informed consent and it is very important that she continues to have opportunities to reinforce this.</p> <p>Next steps:</p> <p>Follow up work in PSHCE/RSE lessons, the E Safety Super Learning Day and the Online Safety sessions with our Community Liaison Police Officer. Further CSE intervention recommended.</p>
<p>Pupil L (F) Year 13</p>	<ul style="list-style-type: none"> <li>To be able to identify what makes a <b>safe/unsafe</b> friendship/relationship.</li> <li>To discuss who she can approach safely if needed. PSHCE 1A</li> <li>To suggest why she should not share personal information without checking with a</li> </ul>	<p>L confidently participated in the group discussion about healthy and unhealthy relationships and could identify if a behaviour was safe or unsafe and related her experiences to the scenarios discussed. She identified safe and unsafe places to go, e.g. in a car with someone she does not know well. She identified personal information that she should keep private when using the internet or social media. L showed a good understanding of who was a safe adult. L needs to continue to develop her knowledge and understanding about keeping safe, including online safety,</p>

	<p>safe adult, e.g. when working online. <i>E Safety 1</i></p>	<p>and about the dangers of making friends with strangers in the community.</p> <p>Next steps:</p> <p>Follow up work in PSHCE/RSE lessons and the E Safety Super Learning Day. Further CSE intervention recommended.</p>
<p>Pupil M (F) Year 8</p>	<ul style="list-style-type: none"> <li>To be able to identify what makes a <b>safe/ unsafe</b> friendship/ relationship.</li> <li>To begin to develop her understanding of <b>informed consent</b>.</li> <li>To identify strategies to use if feeling threatened. <i>PSHCE 2C</i> To know that it is not safe to communicate with people she does not know.</li> </ul> <p><i>E Safety 1</i></p>	<p>M participated maturely in the sessions and made relevant contributions to discussions with encouragement to share her ideas. She can identify safe and unsafe behaviours in friendships and more intimate relationships with some verbal and visual prompts. M has an understanding of safe online behaviour and knows some of the personal information that should be kept private online and not shared with strangers. M is developing her understanding of informed consent and it is important that she continues to have opportunities to reinforce this and support to develop her assertiveness.</p> <p>Next steps:</p> <p>Follow up work in PSHCE/RSE lessons, the E Safety Super Learning Day and the Online Safety sessions with our Community Liaison Police Officer. Further CSE intervention recommended.</p>
<p>Pupil N (F) Year 9</p>	<ul style="list-style-type: none"> <li>To be able to identify what makes a <b>safe/ unsafe</b> friendship/ relationship.</li> <li>To develop her understanding of <b>informed consent</b>. Classifies a range of behaviours associated to different situations as right and wrong. <i>PSHCE 2</i></li> <li>To suggest why she should not share personal information without checking with a safe adult, e.g. when working online. <i>E Safety 1</i></li> </ul>	<p>N participated maturely in the sessions and made relevant contributions to discussions. She can identify safe and unsafe behaviours in friendships and more intimate relationships N has an understanding of safe online behaviour and knows some of the personal information that should be kept private online and not shared with strangers. She has been able to reflect on the different scenarios discussed and can identify if behaviours are right/ safe or unsafe/ wrong and identify how she would act in such a situation to keep herself safe. N is developing her understanding of informed consent and it is important that she continues to have opportunities to reinforce this.</p> <p>Next steps:</p> <p>Follow up work in PSHCE/RSE lessons, the E Safety Super Learning Day and the Online Safety sessions with our Community Liaison Police Officer. Further CSE intervention recommended.</p>
<p>Pupil O (M) Year 9</p>	<p>To understand what makes a safe or unsafe relationship.</p> <p><b>To understand what is private and how to keep my hands to</b></p>	<p>O participated very well in all CSE sessions. He can correctly identify a safe and unsafe relationship but needs some support in making connections with actions.</p> <p>O is familiar with the 'PANTS' rule and knows where it is located in school. He knows how it is useful. He is</p>

	<p><b>myself (PANTS).</b></p> <p>To understand how to deal with peer pressure and develop strategies to say 'No'.</p> <p>To understand how choosing a wrong action can have consequences.</p> <p>To understand how to keep myself safe when using ICT.</p>	<p>currently gaining skills in explaining what the PANTS rule is, but with verbal prompts is making good progress with this.</p> <p>O understands situations where he would need to say 'NO', and is gaining skills in using strategies to do this in his sessions.</p> <p><b>Next Steps:</b> Apply current skills to Esafety to embed and learn different contexts where he needs to keep himself safe.</p>
<p>Pupil P (M)  Year 11</p>	<p>To understand what makes a safe or unsafe relationship.</p> <p>To understand how to deal with peer pressure and develop strategies to say 'No'.</p> <p>To understand how to keep myself safe when using ICT.</p>	<p>P confidently participates in all CSE sessions. He confidently identifies what a safe and unsafe relationship is as well as offer examples to the group. P shows good understanding of a range of strategies to use when needing to say 'NO' when experiencing peer pressure. However, he now needs to apply this to real life both inside and outside of school.</p> <p><b>Next steps:</b> Apply knowledge he given in group sessions into real life contexts.</p>
<p>Pupil Q (M)  Year 12</p>	<p>To understand what makes a safe or unsafe relationship.</p> <p><b>To understand what is private and how to keep my hands to myself (PANTS).</b></p> <p>To understand how to deal with peer pressure and develop strategies to say 'No'.</p> <p>To understand how to keep myself safe when using ICT.</p>	<p>Q can separate safe and unsafe relationships but needs verbal prompts to explain their differences and what each may look like.</p> <p>Q is familiar with the 'PANTS' rule and is making progress in explaining what each part means to the group.</p> <p>Q can identify situations he would need to say no to peer pressure and is gaining understanding of what strategies he could use to do this.</p> <p><b>Next steps:</b> Continue to build on these skills and apply to Esafety sessions.</p>
<p>Pupil R (M)  Year 13</p>	<p>To understand what makes a safe or unsafe relationship.</p> <p>To understand how to deal with peer pressure and develop strategies to say 'No'.</p> <p>To understand how to keep myself safe when using ICT.</p>	<p>R is quiet in CSE sessions, but where prompted to participate, is able to give simple answers, examples and suggestions for what a safe and unsafe relationships are. He is able to apply the PANTS rule to this, understanding how touch Can influence relationships.</p> <p>R is familiar with the PANTS rule sentences and is now gaining confidence in giving his own explanation of each.</p> <p>R also shows good understanding of a range of strategies to use when needing to say 'NO' when experiencing peer pressure.</p> <p><b>Next steps:</b> Continue to build on these skills and apply to Esafety sessions.</p>
<p>Pupil S</p>	<p>To understand what makes a safe or unsafe relationship.</p>	<p>S confidently identifies what a safe or unsafe relationship looks like and offers examples to the group.</p>

<p>(M) Year 11</p>	<p>To understand what is private and how to <b>keep my hands to myself (PANTS)</b>.</p> <p>To understand what 'informed consent' means.</p> <p>To understand how to deal with peer pressure and develop strategies to say 'No'.</p> <p>To understand how choosing a wrong action can have consequences.</p> <p>To understand how to keep myself safe when using ICT.</p>	<p>S confidently explains the 'PANTS' rule in his own words to the group and understands how touch can affect relationships. He understands how the PANTS rule facilitates respect between people in a range of relationships.</p> <p>S correctly identifies situations he may need to say no to, and understand what strategies he could use to support him with this in a range of settings.</p> <p><b>Next steps:</b> Now apply understanding in real life and in a new learning setting next year.</p>
<p>Pupil T (M) Year 11</p>	<p>To understand what makes a safe or unsafe relationship.</p> <p>To understand what 'informed consent' means</p> <p>To understand how to deal with peer pressure and develop strategies to say 'No'.</p> <p>To understand how choosing a wrong action can have consequences.</p> <p>To understand how to keep myself safe when using ICT.</p>	<p>T has participated well in each CSE session. He confidently answers to the group and gives examples and reasons for his answers. T has shown a good understanding of different relationships and which would be safe or unsafe. He is able to explain what makes them safe or unsafe and connects this to the PANTS rule.</p> <p>T is able to give a summary explanation of the PANTS rule. T also understands what informed consent means and acknowledges its importance for both in a romantic relationship.</p> <p>T identifies when he may need to say NO in a tricky situation and can discuss what strategies he could use to support him with this.</p> <p><b>Next steps:</b> To apply this strong understanding to real life and a new learning setting.</p>
<p>Pupil U (M) Year 9</p>	<p>To understand what makes a safe or unsafe relationship.</p> <p>To understand what is informed consent.</p> <p>To understand how to deal with peer pressure and develop strategies to say 'No'.</p> <p>To understand how to keep myself safe when using ICT.</p>	<p>U is gaining skills in understanding the difference between a safe and unsafe relationship; identifying key features of each. With support, he is identifying key actions for both. U has a clear understanding what informed consent is within a sensible romantic relationship.</p> <p>U can identify situations he may find difficult and need to say NO to. He is beginning to identify strategies to use to support him with this.</p> <p><b>Next Steps:</b> Apply to embed this understanding to other areas such as Esafety in the next sessions.</p>
<p>Pupil V (M) Year 8</p>	<p>To understand what makes a safe or unsafe relationship.</p> <p>To understand what 'informed consent' means</p> <p>To understand how to deal with</p>	<p>V is able to identify what a safe or unsafe relationship is. He is beginning to understand key features of each and give his own explanation.</p> <p>V understands what informed consent means in a romantic relationship.</p>

	<p>peer pressure and develop strategies to say 'No'.</p> <p>To understand how choosing a wrong action can have consequences.</p> <p>To understand how to keep myself safe when using ICT.</p>	<p>V can identify situations where he would need to say no to peer pressure and is able to communicate how actions can have consequences, but now needs to apply this in context.</p> <p><b>Next steps:</b> Continue to embed current understanding in further CSE sessions; making connections to Esafety.</p>
<p>Pupil W (M) Year 11</p>	<p>To understand what makes a safe or unsafe relationship.</p> <p>To understand what is informed consent.</p> <p>To understand how to deal with peer pressure and develop strategies to say 'No'.</p> <p>To understand how to keep myself safe when using ICT.</p>	<p>Over the course of a number of CSE session, W has gained confidence in communicating his thoughts, examples and explanations to the group. W now confidently identifies safe and unsafe relationships to the group and gives an explanation for each. He also understands what informed consent is and how this connects to a safe romantic relationship.</p> <p>W is able to identify situations he could come across where he would need to say no. He is gaining understanding of what strategies he could use to support him with this.</p> <p><b>Next steps:</b> W to now apply his understanding to real life and in a new learning setting as a young adult.</p>
<p>Pupil X (M) Year 12</p>	<p>To understand what makes a safe or unsafe relationship and what are appropriate relationships.</p> <p>To understand what 'informed consent' means <b><u>and the law.</u></b></p> <p>To understand how to deal with peer pressure and develop strategies to say 'No'.</p> <p>To understand how choosing a wrong action can have consequences.</p> <p>To understand how to keep myself safe when using ICT <b><u>and the law.</u></b></p>	<p>X has a strong understanding of what makes a safe or unsafe relationship and is able to give good examples and explanations of each.</p> <p>X understands what informed consent is, how this makes both partners feel and how this connects to the law.</p> <p>X can identify situations he may need to say no to and is gaining understanding of what strategies he could use to support him with this in social situations both in school and outside of school.</p> <p><b>Next steps:</b> Apply current safely understanding to Esafety in further CSE sessions.</p>
<p>Pupil Y (M) Year 12</p>	<p>To understand what makes a safe or unsafe relationship and what are appropriate relationships.</p> <p>To understand what 'informed consent' means <b><u>and the law.</u></b></p> <p>To understand how to deal with peer pressure and develop</p>	<p>Y has a good understanding of what a safe or unsafe relationship is and can give key reasons for each.</p> <p>Y also understands what informed consent is, how this makes both partners feel and how this connects to the law.</p> <p>Y can identify situations he may need to say no to and is gaining understanding of what strategies he could use to support him with this in social situations both in school</p>

	<p>strategies to say 'No'.</p> <p>To understand how choosing a wrong action can have consequences.</p> <p>To understand how to keep myself safe when using ICT <b><u>and the law.</u></b></p>	<p>and outside of school.</p> <p><b>Next steps:</b> Apply current safety understanding to Esafety in further CSE sessions.</p>
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**Priorities for 2018/19**

- After school club
- Play schemes
- Breakfast club- reducing allocation and improving health eating
- Interventions for emotionally vulnerable pupils- CSE, Violent extremism, nurture work
- Occupational therapy
- Family support
- Core subject interventions- in particular language and communication, reading, writing maths
- Healthy living fitness support
- Workshops for families
- TA4 LAC support