NEW COLLEGE LEICESTER

SEND spend Key Interventions 2023/2024

<div align="center">2023 - 2024 Notional SEND Budget £847,748 (percentage of total budget)</div>

SEN Budget used for:	Strategy cost	Is this new or additional activity or action?	Brief description of the intervention	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for SEND support? What will it achieve if successful	How will this activity be monitored, when and by whom? How will success be evident?	Impact Measurement	Actual Impact Measurement
Staffing - Director of Learning, Acting SENDCo and 3 administrators, (1 senior, 2 administrators)	£143,486	Continued	To oversee whole school Inclusion– strategic overview	Student support is allocated upon need, identified using assessment data. Student's ability to access curriculum is improved. The gap between SEND/non SEND is closing	Principal, via weekly line management. Student data, performance indicators. Data monitored termly by Lead Governor	**Aim** Leadership and management of all students on the SEND register to be rigorous. All school staff to have a clear understanding of the needs of students on the register. All staff to have an Inclusion Guide to refer to. All staff are held accountable to the needs of SEND students	This academic year our main focus was to continue to ensure students mental health and well-being are at the forefront of our minds. With this being our primary focus SEND reviews continue to be even more crucial to ensure we are meeting individual student's needs **Parental Engagement in SEND Reviews** SEND reviews were complete during both the Autumn and Spring Terms 2023/24 and were completed face to face wherever possible with parent/carer and students. • The total number of parents who contributed to the SEND reviews during the Autumn Term 2023 was (156/174) 90%. **An increase of 7% on the autumn 2023 reviews** • The total number of parents who contributed to the SEND reviews during the Spring Term 2024 was (120/136) 88%. **A slight decline of 1% on the autumn 2023 reviews** **Education Health and Care Plans** This area of work has tripled since the pandemic • This academic year there have been 7parental requests for EHCP's, of which at least 5 have been put through to assessment by the LA even though school have stated that the students' needs can be met under SEN support. • As a school we have requested 3 EHCP's of which both have been put through to assessment • As a school there have been 26 consults for EHCP's (Leicester City + Leicestershire CC) to complete in the last year. These are for students with EHCP's that do not attend NCL. **Staffing** Staffing has changed quite substantially this year with regards to admin support. As a school there has been a restructure to administrative support and redundancies have been made1 was temporary and has subsequently left. We now have 1 senior administrator dedicated to Inclusion with a pool of administrators available for peak times From August 2023 we welcome 1 new L2 TA's to the Inclusion team. DMA will take up the role of SENCo in full from August 2024. KSI (DoL for Inclusion) will continue to act as mentor and SLT line manager for SEND and will continue to support HoF and HoY going forward as appropriate **SEND Audit** The SEND audit was completed by all most staff in April 2024. This was an important audit to see where we are with regards SEND given we had 11 ECT's this academic year. • 100% of staff stated they have access to SEND information for all SEND students • 73% of staff stated they are very confident in how to raise concerns regarding students • 98% of staff state they have access to individual pupil passports for students they teach • 65% of staff stated they are very confident in applying a range of differentiated/scaffolded strategies in place to enable students' greater access to the curriculum • 85% of staff stated if they were unsure of anything relating to SEND, they know where to go Areas for development are around

							• Training on strategies depending on SEND Needs. • Consistent support across the college with regards to lessons • Continue to cover funded students' hour for staff absence • Development of TA timetable – 60 day trial to support timetabling
Buying in an Educational Psychologist from the local authority x 25 days for the academic year	£16,500	Continued	To support whole school with regards to identifying individual needs of students and groups of students	To work initially with key students to support the EHCP process. To work with groups of students in identified and targeted areas – self-esteem, confidence, mental health, exam anxiety. To work with parents/carers with regards to CAMHs referrals	Weekly in consultation with Director of Inclusion, 1:1 meetings to discuss priority work. Supervision being undertaken by the LA	Aim Students needs will be addressed in a more coherent way. The speed in which reports are gained is shortened. Identified needs such as exam anxiety, mental health etc will be addressed in a more cohesive way and in a timely manner	We have seen an increasing number of EHCP requests by parents this year. This work is undertaken by the LA EP, therefore AAW who we buy in for 25 days a year is left to focus on a student caseload as identified by KSI, DMA and the HoY. The EP has worked with 15 students this academic year, all via classroom observation and some 1:1 assessment. Of these • 2 full assessment of student need for EHCP process as identified by school • 9 students for seen bereavement counselling and Mental Health and Well-Being support • 17 students seen for the Calm Clinic • 2 for reassessment of need – EHCP's • Attend 3 Annual reviews of EHCP's and offered advice • 20 Year 11 students in small group interventions to support students in understanding their anxiety, and developing coping strategies to manage their anxiety around the exam period in coping with exams and the stress this brings. The impact of the intervention was positive. Students felt better equipped to cope with the pressures of their upcoming exams and developed strategies to support themselves. • Drop-ins for staff and students after the loss of a beloved member of staff in the autumn term **Calm Clinics** 17 students have had access to the Calm Clinic across years 7 to 10. A 4 weekly, 30 minute 1:1 session to promote emotional wellbeing. Students have been supported in the development of self-awareness of their emotional well-being, which is encouraged, therefore appropriate strategies can by implemented and difficulties are better managed in the future. This has been extremely positive for the students and the impact on student's mental health as well as attendance has been positive
Mental Health in Schools Team – 1 worker based in school 1 day a week to do low level CBT work on 1:1	£0	Continued	1:1 work with small number of students re early intervention for mental health issues	Students identified and targeted for input to stop mental health further deteriorating	Half-termly reports from Mental Health worker to DoL and Removing Barriers meeting	Improved attendance; improved achievement of individuals	The MHP has worked with 13 students this academic year. Referrals for this service go via the Head of Year directly to the MHP Team who determine caseload. Feedback is given to the HoY and school on how students are progressing and impact is monitored via the HoY/SENCo during removing barrier meetings.
Appointment of Assistant Head of Year to work with Y8 and 11 on self-esteem; self-regulation; taking responsibility	£50,000	Continued	Work 1:1 or in small group to address issues caused by the pandemic	Work with identified students in the year group to develop good self-regulating behaviours	Weekly by Head of Year and half-termly by Director of Learning	Reduction in recorded behaviour incidents for the year group and a reduction in repeat offenders in the year group	There is only 1 Assistant HoY. Impact on student's performance and attendance is hard to monitor due to significant absence by the member of staff.
Staffing of a Level 3 TA – Inclusion full time post	£28,220	Continued	To support student's emotional well-being and mental health	Drawing/Talking Therapy - To enable the child to express their emotions through visual form. The process gives the child a feeling of control over events. Dealing with distress. Express old trauma and present worries through drawing.	Termly by the DoL for Inclusion	Improvement in behaviour/ reduced lashing out. Reduced refusal to follow instructions	**Drawing/Talking** 2 members of staff now undertake Drawing and Talking. A L3 TA and a L2 who was trained in the autumn term. 41 students took part in a 12-week Drawing/Talking session, 3 withdrew or did not consistently attend. Of these; • 10 were Year 7, 11 Year 8, 14 Year 9 and 3 Year 10. • 17 students were SEND • 46% of student's attendance improved • 4 students did not complete the intervention for numerous reasons but poor attendance being the main reason • Impact was difficult to measure as 37/41 improved in some way either self-esteem, confidence or just by gaining a voice to be heard
Staffing to improve Literacy,	£386,000	Continued	Small group Numeracy and Science intervention groups – timetabled.	Progress levels (or equivalent) improve in line with national Gaps in learning reduce	Acting SENDCo. Half termly TA data.	Aim Reading and spelling ages to continue to increase so students RA is in line with	**BRWP Reading Age Data Analysis** 161 students took part in BRWP. Of the 161 students- • 120 (74.53%) students RA improved

Numeracy and Science - x 1 Acting SENDCo, x 1 L4 TA, x 1 L3 TA and 10 L2 TAs			Specialist TA support in English. In class support across the curriculum		Reading and spelling age data	their chronological age. Numeracy intervention is targeted to need; student's gaps in learning are identified, targeted and supported in order to close the gap	12 (7.45%) stayed the same 21 (13.03%) declined 8 (4.96%) had no data for the following reasons; 5 Year 7 historic non-attenders,1 not on role 1 Year 8 historic non- attender, 1 no data Of the 161 students who took part in BRWP, all had a RA below 10 years prior to the intervention. Post intervention; 18 students (12%) now have a reading age of 12 years plus or above in comparison to 153 (100%) of students at the start 30 students (20%) now have a reading age of 11 or above in comparison to 153 (100%) of students at the start 52 students (34%) now have a reading age of 10 or above in comparison to 153 (100%) of students at the start 87 students (57%) now have a reading age of 9 or above in comparison to 62 (40%) of students at the start of the intervention 116 students (76%) now have a reading age of 8 or above in comparison to 106 (70%) of students at the start of the intervention 130 students (85%) now have a reading age of 7 or above in comparison to 137 (90%) of students at the start of the intervention 12 students (7%) now have a reading age of 7 or above in comparison to 22 (14%) of students at the start of the intervention **Level 3 English Support/intervention** 7a/En4 There are 28 students in this class. I support/monitor a core group of 9 students. 8 SEN/PP 1 EAL. 75% (6) SEN/PP 75% (6) SEN/PP students have made progress from their starting points. 25%% (2) SEN/PP have gone down from their starting point 100% EAL (1) As made progress from their starting point. 8a/EN4 There are 22 students in this class. I support/monitor a core group of 6 students. 3 PP, 4 are SEN/PP and 3 are EAL. - EAL 66.6% (2) have made progress from their starting point. EAL 33.3% (1) has gone down since their starting point - SEN 100% (3) has made progress from their starting point 8b/EN5 There are 17 students in this class. I support/monitor a core group of 6 students. 4 SEN/PP 2 SEN - SEN/PP (2)50% of the students have made progress from their starting points. 25% (1) have gone down from their starting point 25% (1) no data (abs) - SEN (1) 50% have made progress from their starting point 50%(1) have gone down from their starting point **Numeracy Intervention/small group provision** 7a – 13 students in total of these, 7 are PP and 5 are SEND. 54% (7) students have made progress and on target. 71% (5) PP students have progress and on target. 60% (3) SEND students have made progress and on target. 75% (3) PP + SEND students have made progress and on target. 7b – 11 students in total of these, 10 are PP and 8 are SEND. 64% (7) students have made progress and on target 60% (6) PP students have made progress and are on target 75% (6) SEND students have made progress and are on target 63% (5) PP + SEND students have made progress and are on target 8a – 11 students in total of these, 10 are PP and 7 are SEND. 27% (3) students have made good progress and are on track to meet EOY target. 20% (2) PP students have progress and are on track their EOY target. 14% (1) SEND student has made progress and on track their EOY target. 14% (1) PP + SEND students have made progress and exceeded their EOY target. 8b – 14 students in total of these, 12 are PP and 11 are SEND 21% (3) students have made progress and are on target

							17% (2) PP students have made progress and are on target 9% (1) SEND students have made progress and are on target 9% (1) PP + SEND students have made progress and are on target 9a – 9 students in total of these, 8 are PP and 9 SEND. 22% (2) students have made progress from their starting point 11% (1) PP students have made progress from their starting point 22% (2) SEND students have made progress from their starting point 11% (1) PP + SEND students have made progress from their starting point **Science Small group Intervention** 43 students took part in Science Intervention in Years 7 – 9 - Of these 40 were SEND 22 SEND students are on or above target Year 7b –9 students in total of these, 8 are PP and 8 are SEND. 38% (3) PP students have progress and on target. 38% (3) SEND students have made progress and on target. Year 7a –8 students in total of these ,7 are PP and 7 are SEND. 50% (3) PP students have progress and on target. 50% (3) SEND students have progress and on target. Year 8a –7 students in total of these, 6 are PP and 6 are SEND. 44% (4) PP students have made progress from their starting point 44% (4) SEND students have made progress from their starting point Year 8b – 9 students in total of these, 8 are PP and 9 are SEND. 50% (4) PP students have progress and on target. 44% (4) SEND students have made progress and on target. Year 9a – 4 students in total of these, all 4 are PP and SEND. 100% (4) PP students have made progress. 100% (4) SEND students have made progress Year 9b/5 –7 students in total of these, 4 are PP and 6 are SEND 100% (4) PP students have made progress 100% (4) SEND students have made progress
Staffing for EAL across the curriculum – EAL Coordinator – full time post	£59,327	Continued	To oversee the assessment and intervention of students new to the country	Students are identified upon entry. EAL students complete NVR assessment upon entry. Students are placed in classes according to their academic potential not language capability. Development of an EAL database. Staff have a clear understanding of student need. Students who may have a SEND are identified and monitored closely.	EAL Coordinator Weekly line management, student data, ability for students access the wider curriculum.	Aim All students entering the college undertake a comprehensive series of baseline tests for students learning EAL, including NVR in order to ascertain their proficiency in English. Staff are informed of this. Students are placed in sets appropriate to their academic potential. They are immersed into the curriculum - CLIC Content and Integrated Language Learning with appropriate support from the inclusion team. Previous evidence available to support this is an effective strategy. The specific needs of students who are learning EAL and have a SEND are met.	**July 2024** 278 students learning EAL 27% - National 19% - EAL Attendance - TBC - Number of students taking first language GCSE Exams x 14 - Late arrival students to Yr 11 learning EAL x 3 - Number of students arriving since Sept 2024 resident in the UK less than 2 years - 28 95% Students learning EAL in the Language School Tutor Group increased their proficiency in English code. 13 students in all. - Continue to deliver whole school CPD via Teaching and Learning briefing sessions, online learning platform, open door policy, coaching of ECTs. June 2024 EAL - Data – APS - Students learning EAL Summer 1 <table><tr><th>Year Group</th><th>Non - EAL</th><th>EAL</th><th>Gap</th><th>SEND</th><th>SEND - EAL</th><th>EAL PP</th><th>EAL PP/SEND</th></tr><tr><td>Yr 11</td><td>2.70</td><td>3.86</td><td>+1.16</td><td>1.71</td><td>4.00</td><td>3.88</td><td>0</td></tr><tr><td>Yr 10</td><td>3.69</td><td>3.71</td><td>+ 0.02</td><td>2.30</td><td>3.30</td><td>3.19</td><td>3.79</td></tr><tr><td>Yr 9</td><td>2.55</td><td>2.71</td><td>+0.16</td><td>1.98</td><td>2.49</td><td>2.49</td><td>2.29</td></tr><tr><td>Yr 8</td><td>On</td><td>On</td><td>0</td><td>On</td><td>On</td><td>On</td><td>On</td></tr><tr><td>Yr 7</td><td>On</td><td>On</td><td>0</td><td>On</td><td>On</td><td>On</td><td>On</td></tr></table>
Level 3 TA – working across Literacy and EAL	As above	Continued	To support the teaching and learning of students new to the country. To support whole college staff in supporting EAL students	Students identified by the EAL coordinator. To work under the guidance and support of the EAL coordinator and class teachers Students who may have a SEND are identified and monitored closely.	Weekly support and guidance from the EAL co-ordinator	Aim Students to have the targeted support they require in order to access the curriculum and make good progress. Language skills are developed quickly as students are immersed into lessons	**Level 3 English Support/intervention** 7a/En4 There are 28 students in this class. I support/monitor a core group of 9 students. 8 SEN/PP 1 EAL. 75% (6) SEN/PP 75% (6) SEN/PP students have made progress from their starting points. 25%% (2) SEN/PP have gone down from their starting point 100% EAL (1) As made progress from their starting point.

						that are appropriate to their level of academic ability Students who may have a SEND are identified and monitored closely. The specific needs of students who are learning EAL and have a SEND are met	8a/EN4 There are 22 students in this class. I support/monitor a core group of 6 students. 3 PP, 4 are SEN/PP and 3 are EAL. • EAL 66.6% (2) have made progress from their starting point. EAL 33.3% (1) has gone down since their starting point • SEN 100% (3) has made progress from their starting point 8b/EN5 There are 17 students in this class. I support/monitor a core group of 6 students. 4 SEN/PP 2 SEN • SEN/PP (2)50% of the students have made progress from their starting points. 25% (1) have gone down from their starting point 25% (1) no data (abs) • SEN (1) 50% have made progress from their starting point 50%(1) have gone down from their starting point
Level 3 TA – Inclusion full time post	£28,220	Continued	To support students who are placed in offsite provision – CHS, Vocational placements, manage moves etc.	To ensure students receive a broad and balanced curriculum. To liaise between providers and to ensure positive attendance	Weekly line management, student data, use of CLM	Aim Students will attend provision regularly, they will access a curriculum that is appropriate to need, they will achieve GCSE in at least English and Maths plus additional qualifications as appropriate	Level 3 TA oversee 's all off-site provisions, under the guidance and support of the DoL for Inclusion and ensures attendance marks are accurate and Health and safety checks are completed prior to students commencing placements **Manage Moves** During the academic year 2023/24 there were 13 manage moves out of NCL • Of these none were successful and 7 students returned to NCL, 3 were placed on vocational placements and 1 was permanently excluded. 2 Y11's were placed at Winstanley School who hosted them until the end of Y11. During the academic year 2032/24 there were 17 manage moves into NCL • Of these 3 were successful and were placed on role at NCL. 1 is an extended MM and will continue for however long it is successful, • 1 was an extended MM and completed his education at NCL then went back to his school to complete his GCSE's, 6 students failed MM's and returned to their original school and 6 are on-going into next academic year **Leicester Partnership School** • 6 students have attended the LPS on a 2 or a 5 day placement. • All SEND students - 2 are going through EHCP process and 3 are back in school and 1 was educated at home. • 1 student attending LPS functional Skills Maths and English – 1 day per week. 1 Y10 and will continue next academic year. **Off-site provision/Vocational Education** 14 students have attended off-site/vocational provision this year. They access a curriculum that is appropriate to their need - They may achieve GCSE in at least English and Maths plus additional qualifications as appropriate. Students overseen by Level 3 TA: • 3 females and 11 males • 1 Y9 – male, 7 Y10 males, 3 Y11 female and 3 Y11 males • Of all these students 11 were SEND • All have access to 25 hours education per week. • All Y11 students were invited into school to sit their Maths and English Language GCSE papers. 4/6 students attended
Provide transport for students placed in off-site provisions in order to keep them safe. Provide transport for parents to get them to pre-meetings	£!6,500	Continued	School provide private transport via ADT taxis to get students and parents to Leicester Partnership School for placements	Students will positively engage in the educational offer provided for them.	Daily via CLM attendance record and by ADT taxis in conjunction with school	Students attendance at the LPS is consistent and 100% for the most part. Students will be able to bring skills learnt at LPS back to school in order for them to access a broad and balanced curriculum	• Monitored by attendance of students at provision on a fortnightly basis with attendance manager. • Taxi company informs DWA if students do not get in taxis for provision • Texts home for when students are not on placements in order to safe guard them
Improve life chances for disengaged students	£55,000 LEBC - £542	Continued	Provide alternative education for students who are unable to cope in a mainstream setting curriculum offer	Students will positively engage in the educational offer provided for them. To ensure students receive a broad and balanced curriculum.	Engagement monitored via Director of Learning - Inclusion Daily attendance monitored via CLM. Fortnightly line management TA overseeing provisions. Regular contact between providers. Half termly visits and review meetings	Aim Students will attend provision regularly, they will access a curriculum that is appropriate to need, they will achieve GCSE in at least English and Maths plus additional qualifications as appropriate	All students placed on off-site provision are safeguarded by school staff: • NCL only use LEBC/Local authority approved providers • LEBC complete Health and Safety checks of all providers and provide each student with an individual risk assessment • Students attendance is closely monitored using CLM daily • Phone calls/texts home are made in students' absence • Regular review meetings and SEND reviews take place with student's, parents/carers and providers by NCL staff

							• Curriculum offer is closely monitored by NCL staff with regular visits and well-being checks

Staffing to improve Literacy – x 1 Level 3 TA	As above	Continued	In class small group intervention with TA's being responsible for the T+L of a group of students in a mainstream English lesson.	Student's literacy levels improve. Ability to access the curriculum is greater	Acting SENDCo. Half termly TA data. Reading and spelling age data	Aim Reading and spelling ages to continue to increase so student's RA is in line with their chronological age. TAs to support teacher with planning/scaffolding for students with specific needs.	**BRWP Reading Age Data Analysis** 161 students took part in BRWP. Of the 161 students- • 120 (74.53%) students RA improved • 12 (7.45%) stayed the same • 21 (13.03%) declined • 8 (4.96%) had no data for the following reasons; 5 Year 7 historic non-attenders,1 not on role 1 Year 8 historic non- attender, 1 no data Of the 161 students who took part in BRWP, all had a RA below 10 years prior to the intervention. Post intervention; • 18 students (12%) now have a reading age of 12 years plus or above in comparison to 153 (100%) of students at the start • 30 students (20%) now have a reading age of 11 or above in comparison to 153 (100%) of students at the start • 52 students (34%) now have a reading age of 10 or above in comparison to 153 (100%) of students at the start • 87 students (57%) now have a reading age of 9 or above in comparison to 62 (40%) of students at the start of the intervention • 116 students (76%) now have a reading age of 8 or above in comparison to 106 (70%) of students at the start of the intervention • 130 students (85%) now have a reading age of 7 or above in comparison to 137 (90%) of students at the start of the intervention • 12 students (7%) now have a reading age of 7 or above in comparison to 22 (14%) of students at the start of the intervention
Staffing to support Quality First Teaching across the curriculum x 8 Level 2 TAs	As above	Continued	All year groups	Students able to access the curriculum. Greater ability to access the curriculum. Tasks differentiated to meet need.	Acting SENDCo. Half termly TA data.	Aim Level 2 TAs are deployed to specific areas dependent on need by the DoL Data and tracking of student progress shows that students are making expected progress against their starting point.	As a school we continue to have an increasing number of students with top up funding. With this in mind we have tried to employ an additional 2 L2 TA's to cover in class support across the curriculum for these students specifically but also to support all SEND students in order to support teaching and learning. Recruitment as a whole is difficult and as a school we are struggling to cover hours and now have to be creative and group students together wherever possible. **Funded students** • 10 Year 7 students – 6 EHCPs • 3 year 8 students – 2 EHCP's • 4 Year 9 students – 3 EHCPs • 1 Year 10 student – 1 EHCP • 0 – Year 11 students All Annual reviews are completed and TAs contribute to this process. All E3 funding reapplications have been re-submitted ready for the next academic year All Year 6 to 7 transition information is gained. Currently there are a further 7 students with either E3 top up funding/EHCPs entering the college in August 2024
Employment of 3 full time Level 2 Teaching Assistant to cover additional funded Element 3 and EHCP hours	As above	**NEW**	All year groups	Students able to access the curriculum. Greater ability to access the curriculum. Tasks differentiated to meet need.	Acting SENDCo. Half termly TA data.	Aim Level 2 TAs are deployed to specific areas dependent on need by the DoL Data and tracking of student progress shows that students are making expected progress against their starting point.	As above – 1 new TA starting in the autumn term. School to advertise for more L2 TAs in the new academic year
Staffing for a part time SEND member of staff to continue to develop the BRWP and to manage volunteer readers – 1 day per week	£10,000	Continued	Targeted paired reading support. All year groups Deployment of volunteer readers	Students reading and inference skills improve. Greater ability to access the curriculum	Acting SENDCo. Half termly TA data. Reading and spelling age data, NC levels	Aim Reading and spelling ages to continue to increase so students RA is in line with their chronological age.	**Accelerated Reader Analysis** **Year 7 + Reading Rampage Y7 only** • The average RA at the start of Y7 was 11.06 in comparison to 11.41 in June '24 • The average RA of Y7 PP students on entry was 10.6 in comparison to 11.4 at the end of Y7 and increase of 10 months • The average SA at the start of Y7 was 11.7 in comparison to 13.11 IN June '24. An increase of 1 year 4 months

The large upper cell (Impact/Evaluation column) content:

- The average SA of Y7 PP students on entry was 11.8 in comparison to 13.11 at the end of Y7. An increase of 2 years 3 months

Year 8
- The average RA on entry for Y8 was 10.5 in comparison to 12.2 in June '24 an increase of 1 year 9 months
- The average RA of Y8 PP students on entry was 10.5 in comparison to 12.2 at the end of Y8 and increase of 1 year 9 months
- The average SA on entry for Y8 was 12.6 in comparison to 14.3 in June '24. An increase of 1 year 9 months
- The average SA of Y8 PP students on entry was 12.6 in comparison to 14.3 at the end of Y8. An increase of 1 years 9 months

Year 9
- The average RA on entry for Y9 was 10.7 in comparison to 12.7 in June '24 an increase of 2 years
- The average RA of Y9 PP students on entry was 10.7 in comparison to 12.7 at the end of Y9 and increase of 2 years
- The average SA on entry for Y9 was 12.6 in comparison to 14.5 in June '24. An increase of 1 year 11 months
- The average SA of Y9 PP students on entry was 12.6 in comparison to 14.5 at the end of Y9. An increase of 1 years 11 months

BRWP - Reading Age Data Analysis

- 161 students took part in BRWP - of the 161 students-
- 120 (74.53%) students RA improved
- 12 (7.45%) stayed the same
- 21 (13.03%) declined
- 8 (4.96%) had no data for the following reasons;

5 Year 7 historic non-attenders,1 not on role
1 Year 8 historic non- attender, 1 no data

Of the 161 students who took part in BRWP, all had a RA below 10 years prior to the intervention. Post intervention;
- 18 students (12%) now have a reading age of 12 years plus or above in comparison to 153 (100%) of students at the start
- 30 students (20%) now have a reading age of 11 or above in comparison to 153 (100%) of students at the start
- 52 students (34%) now have a reading age of 10 or above in comparison to 153 (100%) of students at the start
- 87 students (57%) now have a reading age of 9 or above in comparison to 62 (40%) of students at the start of the intervention
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- 12 students (7%) now have a reading age of 7 or above in comparison to 22 (14%) of students at the start of the intervention

Intervention	Cost	Status	Year groups	Success criteria	Monitoring	Aim	Impact
Dyslexia screening - GL Assessment – Testwise/GL Assessment online	£1,400	Continued	5 staff trained to screen students, then offer advice to class teachers accordingly. All year groups	Students reading and inference skills improve. Greater ability to access the curriculum	Acting SENDCo. Half termly TA data. Reading and spelling age data, NC levels	Aim: Higher numbers of students are being screened. Strategies are put in place to support according to needs. Resources such as pen grips, overlays, coloured exercise books/paper, egg timers are used across the college	27 students screened for Dyslexia. A mix of Years 7 – 10. Of the 27 only 1 was at severe risk at risk of Dyslexia and 6 showed a few/mild signs of dyslexia. Letters to inform parent/carers of the screening and outcome are sent home. Strategies and recommendations shared with staff and parents/carers informed in writing.
Testing for exam concessions	£1,800	Continued	Years 9 and 10	Testing by external consultant for exam concessions x6 days per year at £300 per day	External assessor brought in	To assess students for formal exam concessions for their GCSE exams	**Exam Concessions Screening** Exam concession screening has changed over time. Students only now need formal screening if they require a scribe/extra time. Students who have an EHCP or require a reader, use of a lap top, which is their normal way of working require a form 9 to be completed by the SENCO and kept in a central file ready for the formal exams in Y11

							4 students were identified as needing screening for exam concessions in the current Year 9. This is a reduced number as the JCQ guidelines have changed. There are now internal guidelines to follow for student's normal way of working. - Of these 4 students all are SEND. Staff provided evidence of normal way of working via a teacher feedback sheet and tick list. - The exams officer will add results from external testing to JCQ online during the autumn term 2024
Additional staffing: to develop a pastoral model for SEND – mentoring, behaviour support, self-esteem/anger management, Retracking, Drawing/Talking and BOOST group x 2 Level 3 TA's	£28,220	Continued	All year groups	Greater participation in lessons. Students accessing the curriculum. Attendance improved, exclusions reduced	DoL/SLT via half termly data analysis	Aim BOOST group, 1:1 mentoring, small group interventions on self-esteem and confidence and Anger Management focus on the 'hidden curriculum' in a nurturing environment. Student progress tracked and monitored pre and post intervention to monitor impact. Academic progress tracked and monitored via DoL's data trawl half termly. Overall has a positive impact on student behaviour, reduced exclusions and increased attendance. Evidenced by exclusion and attendance data	The DoL for Inclusion oversee's the B4L strategy across the college ensuring consistency with regards to behaviour management, intervention and consequences. This has been particularly crucial during the last 2 years. Consistency has been even more crucial than in previous years. - Level 3 TA supports the running of the SSRR, with routines now embedded. - Level 3 TA oversee's the running of LSRR, with routines now beginning to be embedded - DoL continues to be on SEO each morning and on walk period 1 daily to ensure consistency across the college with regards to B4L 6 students have attended the LPS on a 2 or a 5 day placement. - All SEND students - 2 are going through EHCP process and 3 are back in school and 1 was educated at home. 1 student attending LPS functional Skills Maths and English – 1 day per week. 1 Y10 and will continue next academic year. **BOOST** 49 students have accessed the BOOST group this years 7 – 9 of these 18 were SEND, 30 were PP and 8 SEND/PP students.2 staff ran groups this year – one group P1 and 1 group P3. **Staff Member 1** 31 students took part in Yrs 7 - 9 6 students (19%) withdrew for numerous reasons - parental choice, behaviour, inconsistent attendance 14 students (46%) attendance remained over 95% 5 students ((16%) attendance improved 6 students (19%) attendance declined. 20 (64.5%) students achievement points outweighed their behaviour points **Staff Member 2** 18 students took part in Yrs 7 - 9 1 student (5.5%) withdrew - parental choice 8 students (45%) attendance remained over 95% 7 students (40%) attendance improved 1 student (5.5%) attendance declined. 15 (64.5%) students achievement points outweighed their behaviour points **Drawing/Talking** 2 members of staff now undertake Drawing and Talking. A L3 TA and a L2 who was trained in the autumn term. 41 students took part in a 12-week Drawing/Talking session, 3 withdrew or did not consistently attend. Of these; 10 were Year 7, 11 Year 8, 14 Year 9 and 3 Year 10. 17 students were SEND 46% of student's attendance improved 4 students did not complete the intervention for numerous reasons but poor attendance being the main reason - Impact was difficult to measure as 37/41 improved in some way either self-esteem, confidence or just by gaining a voice to be heard

Anti-Bullying, Restorative Justice and behaviour mentoring – part time by HoY and SLT link	£9,000	Continued	To work alongside the Assistant Principal in developing a system to ensure issues are addressed quickly and effectively. All year groups DoL for Inclusion to track and monitor impact and feedback accordingly	Bullying and racist incidents are reduced. Evidence via college records. Students feel safe in school – PASS survey	AP/DoL/HOY via termly analysis	Aim Incidents of bullying and racist incidents are reduced. Issues relating to inappropriate behaviours are addressed quickly and effectively. FTE are reduced. Evidence via RASIE online and college data	There has been a reduction in Bullying and Racists incidents This academic Year 24 racist, 7 homophobic, 5 bullying incidents that have been logged. However, we know other incidents have taken place that haven't necessarily been logged accurately. This is something we must keep on top off next academic year In the academic year 22/23 there were 25 racist incidents, 4 homophobic and 5 bullying incidents logged. On par with this years data. Our work will continue to focus on the following and build further on what has been implemented. - To ensure that all racist LGBTQIA+ phobic and bullying incidents are logged correctly on SIMS. - Training of staff in the above - Pastoral teaching a learning briefing time - Mediation training for key staff - Continue to embed anti-bullying into PSHE programme - Anti-bullying survey to be completed and results shared in assemblies and results analysed to find main types of bullying and solutions for this is being ran on the 28th June 2024 - Continue with Diana Award City wide training - Raise the profile of the Anti-Bullying Ambassadors and aim to recruit more members - Educating Parents about the different definitions of bullying, support available and actions to take (parental info evenings, leaflet) - Restorative Justice training and implementation in school Participation in Violence Reduction Network
Pastoral Administrator – employed full time and permanent	As above	Continued	To work alongside the DoL in developing a data analysis process to enable HoY and Inclusion to implement action/intervention as a proactive measure rather than reactive	Reduction in low level behaviours	DoL, Principal	Aim Reduction in low level disruption and FTE, evidenced by RAISE online and college data/SEF	The DoL for Inclusion oversee's the B4L strategy across the college ensuring consistency with regards to behaviour management, intervention and consequences. This has been particularly crucial during the last year. Consistency has been even more crucial than in previous years. - Level 3 TA supports the running of the SSRR, with routines now embedded. - DoL continues to be on SEO each morning and on walk period 1 daily to ensure consistency across the college with regards to B4L 2 students have accessed the LPS full time on the 6 week programme. Of these KSI has requested an EHCP which have been agreed. Students will continue at LPS whilst going through statutory assessment 3 students (KS4) have accessed the LPS Functional Skills programme. 1 is moving to the 2 day GCSE programme in August 2023. 14 students have accessed the LPS 2 day provision in KS3. Of these 3 are now on vocational placements, 4 have transferred to specialist provision after securing EHCP's, 2 are moving to specialist provision in August 2023 and the rest are now back in school full time **BOOST** 49 students have accessed the BOOST group this years 7 – 9 of these 18 were SEND, 30 were PP and 8 SEND/PP students.2 staff ran groups this year – one group P1 and 1 group P3. **Staff Member 1** 31 students took part in Yrs 7 - 9 6 students (19%) withdrew for numerous reasons - parental choice, behaviour, inconsistent attendance 14 students (46%) attendance remained over 95% 5 students ((16%) attendance improved 6 students (19%) attendance declined. 20 (64.5%) students achievement points outweighed their behaviour points **Staff Member 2** 18 students took part in Yrs 7 - 9 1 student (5.5%) withdrew - parental choice 8 students (45%) attendance remained over 95% 7 students (40%) attendance improved 1 student (5.5%) attendance declined.

- 15 (64.5%) students achievement points outweighed their behaviour points

Suspensions

Suspensions for the college this academic year stands at 87 separate incidents (40 students - 3.98% of the school cohort) in comparison to 65 incidents (46 students - 4.73% of the cohort) during the academic year 22/23 and increase of 22 suspensions however a reduction by 6 in the number of students being suspended. The published suspension rate per 100 students (Spring 22/23) for state funded secondary schools nationally was 6.41%. The suspension rate for NCL during 23/24 stands at 8.35%. For the East Midlands the suspension rate stands at 7.23% and for Leicester City 4.18%. NCL's figures are nearly 2% higher than national and double the Leicester City average due to us having a zero tolerance on unacceptable and persistent disruptive behaviour.

We have lost:

- 196 days of education to suspension in comparison to 116 days by the end of the Summer term 22/23. An increase of 80 days
- The rate of repeat offenders stands at 20 students (1.99% of the college cohort) in comparison to 11 students (1.13% of the cohort summer 22/23) and the national average being 1.5%
- The permanent exclusion rate per 100 students 22/23 nationally was 0.04% in comparison 0.029% for NCL, 0.03% for the East Midlands and 0.01% for Leicester City
- Vulnerable groups; 25 students who received a suspension this year are PP students (2.48% of college cohort in comparison 7.21% NA). 16 students are SEND (1.59% of college cohort in comparison 6.98% NA). Of all the students 27 were male (2.68% of college cohort in comparison 3.85% NA) and 13 female (1.29% of college cohort in comparison 2.38% NA).
- The use of off-site provision in KS4 is reducing due to cost implications. Year 11 students ceased placements in May 2024. Going forward into the next academic year there will then only be x1 Y10 and 7 xY11 students in off-site provision. Of these KSI has applied for Element 3 Top up funding for 2 to support the next years cost of provision (Approx 20k per student)

Manage Moves

During the academic year 2023/24 there were 13 manage moves out of NCL

- Of these none were successful and 7 students returned to NCL, 3 were placed on vocational placements and 1 was permanently excluded. 2 Y11's were placed at Winstanley School who hosted them until the end of Y11.

During the academic year 2032/24 there were 17 manage moves into NCL

- Of these 3 were successful and were placed on role at NCL. 1 is an extended MM and will continue for however long it is successful,
- 1 was an extended MM and completed his education at NCL then went back to his school to complete his GCSE's, 6 students failed MM's and returned to their original school and 6 are on-going into next academic year

Leicester Partnership School

- 6 students have attended the LPS on a 2 or a 5 day placement.
- All SEND students - 2 are going through EHCP process and 3 are back in school and 1 was educated at home.
- 1 student attending LPS functional Skills Maths and English – 1 day per week. 1 Y10 and will continue next academic year.

Off-site provision/Vocational Education

14 students have attended off-site/vocational provision this year. They access a curriculum that is appropriate to their need - They may achieve GCSE in at least English and Maths plus additional qualifications as appropriate. Students overseen by Level 3 TA:

- 3 females and 11 males
- 1 Y9 – male, 7 Y10 males, 3 Y11 female and 3 Y11 males
- Of all these students 11 were SEND
- All have access to 25 hours education per week.

							All Y11 students were invited into school to sit their Maths and English Language GCSE papers. 4/6 students attended
Accelerated reader	£4,500	Continued	3 staff trained to deliver targeted literacy intervention. Year 7 in the first instance	Students reading and inference skills improve. Greater ability to access the curriculum	Second in English, Acting SENDCo, KS 3 coordinator (English) Librarian Half termly data. Reading and spelling age data, NC levels	Aim Reading and spelling ages to continue to increase so student's RA is in line with their chronological age.	**Accelerated Reader Analysis** **Year 7 + Reading Rampage Y7 only** • The average RA at the start of Y7 was 11.06 in comparison to 11.41 in June '24 • The average RA of Y7 PP students on entry was 10.6 in comparison to 11.4 at the end of Y7 and increase of 10 months • The average SA at the start of Y7 was 11.7 in comparison to 13.11 IN June '24. An increase of 1 year 4 months • The average SA of Y7 PP students on entry was 11.8 in comparison to 13.11 at the end of Y7. An increase of 2 years 3 months **Year 8** • The average RA on entry for Y8 was 10.5 in comparison to 12.2 in June '24 an increase of 1 year 9 months • The average RA of Y8 PP students on entry was 10.5 in comparison to 12.2 at the end of Y8 and increase of 1 year 9 months • The average SA on entry for Y8 was 12.6 in comparison to 14.3 in June '24. An increase of 1 year 9 months • The average SA of Y8 PP students on entry was 12.6 in comparison to 14.3 at the end of Y8. An increase of 1 years 9 months **Year 9** • The average RA on entry for Y9 was 10.7 in comparison to 12.7 in June '24 an increase of 2 years • The average RA of Y9 PP students on entry was 10.7 in comparison to 12.7 at the end of Y9 and increase of 2 years • The average SA on entry for Y9 was 12.6 in comparison to 14.5 in June '24. An increase of 1 year 11 months • The average SA of Y9 PP students on entry was 12.6 in comparison to 14.5 at the end of Y9. An increase of 1 years 11 months
Breakfast, break and lunch clubs Staffing costs	0 0	Continued	All year groups	Students will be better placed to access curriculum – they will have toast, cereal, fruit and a warm drink which will improve concentration in lessons. Breakfast club is free and school pay for all food and drinks for students	Acting SENCo Core subject teacher assessments	Aim Larger numbers of students accessing the clubs. Evidenced by extra curricula registers. Breakfast Club Students are more focused in lessons if they have had breakfast. There is a more positive start to the day due to the capacity to talk to staff Break/lunch clubs A calm and safe environment for the more vulnerable students who do not wish to be in the main body of the school, outside or off site. Activities range from arts and crafts, pool/snooker and table tennis to quiet reading. Students are encouraged to use their social communication and team work skills.	• 137 students across all year groups have accessed breakfast club consistently this year to date. Of these 90 were PP students. We provide students with cereal, toast, fruit and a hot drink. • 37 students have consistently attended lunch club. Many of these are in KS3 and in Year 7. Of these 26 are PP students who are vulnerable. • 148 students have been provided with food, clothing or shoes this academic year of which we are aware of. Of these 90 were PP students. • We have given so many more ties, trousers, blazers, shoes and shirts to students this academic year, that it has been too difficult to monitor as staff just get the uniform out of the cupboard themselves. This continues to be due to the cost of living crisis • We continue to ask Y11 students as they leave to contribute old blazers and ties. School staff wash these and restock the central store in school
Homework Club running x 4 days per week over 2 venues. One club for Years 7 – 9 in CU10 and a in the LRC for Years 10 – 11 so they are able to use resources for revision	0	Continued	All year groups	Students make expected or better progress Gaps in learning reduce	Acting SENCo	Aim Larger numbers of students accessing the club Monday to Thursday inclusive. Evidenced by extra curricula registers. More students completing their homework on time and in greater detail.	Homework club is open 4 days a week, Monday to Thursday afternoons 3pm – 4pm as well as from 8am – 8.45am daily. This is due to many students not coming to homework club in the winter months due to the dark. We provide homework club to ensure all students have access to additional support/ICT as appropriate. Greater emphasis on the importance of homework to support progress/learning and revision has been a focus this year and that it is not just set for the sake of it. With this in mind and with the support of homework club, most students seem to be taking more responsibility for their learning

| | | | | | | | Reduction in the number of C4 Homework detentions | In the morning homework club is held in the LRC for all year groups with 1 member of staff available to support.

There are 2 venues for homework club in the evening – LRC for KS4 students. This is to ensure that the older students have a quieter, more relaxed learning environment in which to revise/complete coursework and homework with support, and CU10 for KS3 students, both having at least 2 members of staff present each evening.

- 83 students have consistently attended morning homework club, of these 60 are PP students. These students go to breakfast club first for food then come into the LRC to complete homework
- 190 students have consistently attended afternoon homework club, of these 99 are PP students

Whole school homework detentions have increased this academic year. This is due to the new deadlines for BTEC subjects. Students with deadlines are collected and delivered to subject specialists to complete their coursework.

This academic year there have been 1355 homework DT's set in comparison to 1225 in 22/23, an increase of 130 detentions. The year groups with the most homework detentions was Y10 and 11 due to the changes in BTEC coursework. Homework DTs have been set in order for students to be delivered to teachers to complete coursework by the strict deadlines |
| EAL Language School | 0 | Continued | All year groups dependent on need | Students gain key language skills in order to be equipped to access a mainstream education | EAL co-ordinator | Aim Improvement in language skills of all students | - Students in the Language School Tutor Group although not identified as SEND are closely monitored to ensure any unmet SEND is identified as early as possible. We are extremely clear that learning EAL is not a SEND need.
- 95% within the Language School Tutor Group have increased their proficiency in English proficiency codes. Students present their keyword vocabulary booklet daily to EMa,as we recognise the vocabulary deficit for students learning EAL and eligible for the PP. A focus on British Values and Tier 2 vocabulary is delivered through scaffolded PD tutor group activities.
- Reference is made to the documentation below which provides a guide to identification of students with a potential SEND need who are also a student's learning EAL.
- EMa continues to liaise with our SENCO, inclusion team and class teachers to identify any student who may have a special addition need in addition to learning EAL.

Guide to working with EAL learners with special educational needs and disabilities (SEND) | A NALDIC Pamphlet (2020) |
Nurture Tutor Group	0	Continued	1 Year 7 and 1 Year 8	Students are in a small group environment which will support personal organisation and preparation for the day	Acting SENCo	Aim To improve attendance, self-esteem and confidence in order for the most vulnerable students to access education	Did not run this year – students were transferred into mainstream tutor groups
Targeted Attendance Mentoring for SEND students	0	Continued	Deputy SENDCo to meet on a 1:1 with identified SEND students who are at risk of becoming a persistent absentee - to review attendance, reasons for non attendance and implement an action plan	Students have a 20 minute session once a week/fortnight to discuss attendance and to address an issues that may arise	DoL and SLT link with responsibility for attendance	Aim Improve attendance, reduce gaps in learning, increase academic ability	This intervention has not taken place this year due to time constraints and capacity. Given the increased numbers of EHCP requests from parents/carers and the number of consults coming in from the LA we cannot currently facilitate this as a stand-alone intervention. The L2 TAs however, do monitor the attendance of SEND students they support and also students who they oversee for SEND reviews. Attendance has to be a personal target on all SEND students learning plans
BRWP Tutor time intervention	£2,000	Continued	All year groups dependant on need	Targeted 1:1 reading for the students who struggle with comprehension, reading and inference skills	Acting SENDCo. Half termly TA data. Reading and spelling age data, NC levels	Aim Reading and spelling ages to continue to increase so students RA is in line with their chronological age.	Please see BRWP impact data above

Soft Touch Arts	£10,000	**NEW**	All Year groups	2 Arts workers for 5 hours per week working with vulnerable students through art and music Supervised by teaching staff	DoL Performing Arts	Aim For students to have an appreciation of the Arts through targeted 'therapeutic' activities	An external project for those students who are interested in The Arts. The programme is designed to support and develop: • well-being • self-confidence – approaching new situations and challenges • peer to peer social skill development • mental health • managing feelings and emotions This academic year they have worked with 55 students in Years 7 and 8 on with Music/Art projects. Of these 22 were SEND students. • 27 – Y7 students (12 SEND) • 28 -Y8 students (9 SEND) The projects had a positive impact upon most of the students, however it is still too early to tell. Impact will be monitored via attendance, increased self-esteem and confidence in school and the student's ability to access the curriculum
Numeracy tutor time Intervention	0	Continued	Yr7 and Yr8	Students make expected or better progress in end of topic tests Gaps in basic numeracy are reduced	ZAH end of topic tests, student's data	Aim Students numeracy levels increase, builds self-esteem and confidence. Gaps in learning are reduced. Students make better progress	**Tutor time Numeracy intervention** Year 7 – 41 students in total • 83% (34) students have made progress from their starting point. Of these, 19 students are PP and 5 students SEND, 5 are PP and SEND. • 100% (19) PP students have made progress from their starting point. • 60% (3) SEND students have made progress from their starting point. • 60% (3) PP + SEND students have made progress from their starting point.
CPD - Continuous Professional Development. External and online courses for Teaching Staff and Support Staff Professional Journal Subscriptions Eg, NALDIC EAL Journal	£1,000	Continued	Internal CPD - online provision External CPD - Online provision	Internal CPD - Live CPD recorded and added to a library of teams CPD under the inclusion banner. Staff able to access as they go so that they can either re-watch or attend when suits them. Pre-recorded CPD - to assist staff in specific aspects of inclusion to ensure need is being meet consistently across the school. Current and emerging need prioritised in weekly email. External CPD – List of CPD provided by Head of Digital Learning, any current SEND need that is available on list is advertised in order to provide timely training for staff. Training is counted as part of CPD provision only if it aligns with the current need.	DOL/SLT Outcomes for students are enhanced academically and pastorally. Teachers and support staff are trained in order to support emerging need according to the current issues within school.	Aim Staff develop, enhance and update skills and competence in order to meet student need. Student progress is enhanced. Staff retention remains stable Staff are inspired to conduct action research based projects on return to school or following online training. Staff are able to deliver inhouse CPD based on training attended	There has been lots of CPD delivered this year both whole school and to the Inclusion Faculty. The EP delivered 4 extended CPD sessions (3.30pm – 5pm) to the Inclusion Team as part of their disaggregated time, but all other staff were invited. • Understanding and managing students with SEMH difficulties • Managing and understanding students with ASD • Understanding ADHD • Mental Health and well-being. Staff have also had CPD on; • Exam concessions refresher • The role of the TA • Behaviour and SEND induction all new staff

TOTAL £851,715