

Pupil Premium Strategy Information Report

(Year 3 – 2023/24)

Kennet School



School Overview

Detail	Data
School name	Kennet School
Number of pupils in school (Years 7-11)	1,525
Proportion (%) of pupil premium eligible pupils	17.1%
Academic year/years that our current pupil premium strategy plan covers	September 2021 to August 2024 (Year 3)
Date this statement was published	November 2021
Date on which it will be reviewed	November 2024
Statement authorised by	Ms G Rigg (Headteacher)
Pupil premium lead	Mr C Adams (Assistant Headteacher, Inclusion)
Governor / Trustee lead	Mr J Carroll (Inclusion Governor)

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£292,260
Recovery premium funding allocation this academic year	£85,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a Trust that pools this funding, state the amount available to your school this academic year	£377,260

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our aim is to ensure all pupils make accelerated progress so that they achieve at least above the national average for their peers. This will increase their chances of accessing Further and Higher Education to access top jobs. All disadvantaged pupils will leave with the core knowledge, skills, and values, embodied by our Kennet values, to lead happy, resilient, and successful lives.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve our aim, irrespective of their background, or the barriers or challenges they face. We pride ourselves on knowing our pupils, building positive relationships, considering the challenges they face and then identifying the appropriate support for that individual. The strategy is responsive and adaptable (reviewed annually), based on robust assessments and evidence, to ensure it meets the needs of the pupils in our school.

The approaches we have adopted complement each other to help pupils achieve their full potential. To ensure they are effective, we will:

- ensure any gaps in knowledge, particularly threshold concepts, are closed to enable disadvantaged pupils to build on prior learning and access future learning
- ensure disadvantaged pupils are appropriately challenged in all lesson and with all work set
- act early to intervene where need has been identified.

We adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and work to raise their aspirations. These outcomes for every disadvantaged pupil will be met through three main areas. These are:

- High Quality Teaching and Learning
- Targeted Support
- Wider Strategies

The current three-year strategy from 2021-2024 ([hyperlink to PP Strategy 2021-2024](#)), as well as where funding is allocated below (pages 5-6), details how the various activities support to achieve these aims under each broad theme as outlined above.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge								
1	Our results analysis indicated that overall attainment was in line or better than in 2021-2022. Despite this, overall performance of Disadvantaged pupils was at least one grade below that of non-disadvantaged pupils across all core subjects in 2022-2023.								
	Average Grades	English Language	English Literature	Maths	Combined Science	Biology	Chemistry	Physics	Ethics
	Dis vs. (Non-Dis)	4= (5=)	4= (5=)	4- (5+)	43= (54=)	6- (7+)	6- (7+)	6+ (7+)	4= (5=)
2	<p>Reading age data (using the NGRT test) with Key Stage 3 pupils indicates that disadvantaged pupils have lower levels of reading comprehension than their peers (in relation to chronological age). This impacts their ability to access learning and make progress in all subjects.</p> <p>This is particularly important for Key Stage 4 accessibility, where pupils require a reading age of 10 years and 6 months to access exam questions.</p> <p>Reading and Comprehension assessments for summer 2023 (end of year) show that 70% of year 7 disadvantaged pupils fall below age-related expectations, in comparison to 41% of their peers. 26 pupils (42%) have a reading age below 10 years and 6 months.</p>								
3	Our report data, observations and discussions have identified that some disadvantaged pupils and parents/carers are not appropriately equipped with the habits for learning,								

	both in the classroom and at home, to complete work to the best of their ability. This is also due to some parents/carers not having the appropriate technology (eg laptops) at home for their children to access resources and/or complete homework.
4	<p>Our transition information, internal data, observations and discussions with pupils and parents/carers have identified that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in English and Maths.</p> <p>This has led to a greater number of pupils who have Emotional School Based Avoidance (EBSA) behaviours (linked to attendance figures) and pupils who have high level needs, identified through an Education, Health and Care Plan, in our school.</p> <p>In 2020/21, there were 25 pupils identified as having high level needs (EHCP) in our mainstream SEND provision, however, this has rising to 42 pupils at the beginning of 2023/24; 25 (60%) are also being in receipt of Pupil Premium funding.</p>
5	<p>Through information from parents evening analysis, discussions with parents/carers and observations there are mixed views of disadvantaged parents/carers on the importance of education. This is due to their own experiences of education and could lead to some disadvantaged pupils lacking the aspirations to attend Higher Education and/or the cultural experiences they may get from school trips etc.</p> <p>Attendance of disadvantaged pupils has been identified as an area for improvement, in relation to the National Average, from 2022-2023 data. Attendance of our disadvantaged pupils in 2022-2023 was 81.7%, compared to non-disadvantaged at 92.3% and whole school (90.4%). This figure is below the national average for disadvantaged pupils (88.4%).</p>

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment and progress indicators among disadvantaged pupils at the end of key stage 4	<p>The Key Stage 4 outcomes target for 2023/24 for our disadvantaged pupils are as follows:</p> <ul style="list-style-type: none"> • Attainment 8: 48.00 • % Basics 4+ English and Maths: 60% • % Basics 5+ English and Maths: 35% • % of Grades 7+: 18% • QI ALPS: 2 • English ALPS: 3 • Maths ALPS: 3
Improved reading comprehension among disadvantaged pupils across key stage 3	<p>Reading comprehension assessments demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teachers should also have recognised this improvement through engagement in lessons, book looks and learning walks.</p>
Improved access to resources and a better understanding of effective home learning habits to support with improved home learning routines	<p>Analysis of progress checks data will show that disadvantaged pupils are more able to monitor and regulate their own learning.</p> <p>This will be reflected in the attitude to learning grades for homework of disadvantaged pupils being good and/or outstanding or an</p>

	improvement made from previous progress checks.
To develop pupil confidence to take an active role in the co-curricular life of the school through improve participation in co-curricular activities, as part of our school participation programmes. This will lead to an improved wellbeing.	<p>There will be a significant increase in participation by disadvantaged pupils in extra-curricular and enrichment activities linked to our participation programmes.</p> <p>The following percentage of disadvantaged pupils will achieve the minimum participation requirement:</p> <ul style="list-style-type: none"> • Rising Stars Bronze: 90% • Kennet Stars Platinum: 65% • Kennet Honours 2:2: 40%

Activity in this Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment & retention)

Budgeted cost: £236,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
Principled Curriculum Design and implementation (Kennet's 7 Principles for Learning)	<p>Our 7 principles for learning are critical in every lesson and are as follows: Strong Start, Excellent Climate for Learning, Clear Learning Narrative, Retrieval Practice, Deliberate Practice, Tilt Teaching and Feedforward.</p> <p>The key principle of Tilt teaching is focused on adapting learning for lower attaining pupils (including disadvantaged and SEND) to improve their knowledge and understanding, whilst increasing their retention and recall of key information, thus ensuring progress.</p> <p>High quality feedback (+6 months), Homework (+5 months) and teaching assistant interventions (+4 months) as part of our 7 principles for learning identify the rationale for the principled curriculum. <i>Teaching and Learning Toolkit - Education Endowment Foundation (EEF)</i></p>	1, 2, 4 and 5
Additional English and Maths sets in Years 10 and 11	<p>Reducing class size has a small positive impact of +2 months, on average. This enables teachers to have higher quality interactions with pupils. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.</p> <p><i>Reducing Class Sizes – Teaching and Learning Toolkit - Education Endowment Foundation (EEF)</i></p>	1, 3 and 5
Academic Tutor for pupils in years 7-11	<p>The role of the academic tutor is to support specific pupils, including disadvantaged pupils, for one of the following reasons: 1. Pupils who are struggling to access mainstream education, literacy and numeracy support (Key Stage 3) and additional English, Maths or Science support for Key Stage 4 pupils.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. This has an impact of +4 months.</p>	1, 4 and 5

	<i>Small Group tuition – Teaching and Learning Toolkit - Education Endowment Foundation (EEF)</i>	
Implementation of 'Kennet Canon' in AM tutor time for years 7-10	<p>All pupils from Years 7-10 will be read aloud by a member of staff every AM tutor time for 20 minutes to support with developing reading comprehension. The texts are age related and cover a wide range of PSHE topics.</p> <p>This academic intervention could lead to +6 months progress supported by the <i>Education Endowment Foundation (EEF) guidance on Improving Literacy and Teaching and Learning Toolkit – Reading Comprehension Strategies</i>.</p>	1, 2 and 5
Virtual Head of House – responsible for Children in Care+/SGO+ pupils	<p>The virtual Head of House oversees the academic and wellbeing support of all Children in Care and those under Special Guardianship Orders. They will ensure those pupils are appropriately resourced, as well as having access to tuition, mentoring and emotional support, if required.</p> <p>Teaching and Learning Toolkit - Education Endowment Foundation (EEF)</p>	1-5

Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £100,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition (face-face) for all pupils in English, Maths and Science for years 10 and 11	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. This has an impact of +4 months.</p> <p><i>Small Group tuition – Teaching and Learning Toolkit - Education Endowment Foundation (EEF)</i></p>	1, 4 and 5
Reading comprehension and Phonics intervention with year 7-9 pupils	<p>Reading comprehension strategies can have a positive impact (+6 months) on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><i>Reading comprehension strategies – Teaching and Learning Toolkit - Education Endowment Foundation (EEF)</i></p>	1, 2 and 5
Peer mentoring (Coachbright/Reading University) for Year 9 and Year 11 pupils)	<p>Peer tutoring has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school (+2-+5 months). Peer tutoring seems most effective when used to review or consolidate learning, rather than introducing new material. This has been a successful strategy in previous years to improve outcomes for our disadvantaged year 11 pupils, particularly our high prior attainment pupils.</p> <p><i>Peer Tutoring – Teaching and Learning Toolkit - Education Endowment Foundation (EEF)</i></p>	1 and 5
Study Plus (Homework support)	<p>Homework has a positive impact on improving attainment and progress with pupils (+5 months). As some pupils do not have a quiet space for home learning or parents may not be able to support effectively, hence why we are providing a space for <i>Homework</i>.</p>	1, 4 and 5

	<i>Homework - Teaching and Learning Toolkit - Education Endowment Foundation (EEF)</i>	
Accelerated Reader – Years 7 and 8	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. Improving Literacy in reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p> <p><i>Improving Literacy in Secondary Schools - Education Endowment Foundation (EEF)</i></p>	1, 2 and 5

Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Aim Higher – An aspirations scheme for pupils in Years 7-10	<p>To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p><i>Aspirations Intervention – Teaching and Learning Toolkit - Education Endowment Foundation (EEF)</i></p>	1, 3, 4 and 5
Purchasing of uniform, resources (including laptops) and equipment	<p>Ensuring that pupils are appropriately equipped to produce their best quality classwork and homework (+5 months), preventing these from being barriers to education. This also supports with parental engagement, which can have a +4 months benefit.</p> <p><i>Parental Engagement – Teaching and Learning Toolkit - Education Endowment Foundation (EEF)</i></p>	3 and 5
Pastoral support (Behaviour and Family Support Workers and additional Deputy Head of House)	<p>Social and emotional learning approaches have a positive impact on academic outcomes (+4 months). The average impact of behaviour interventions suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p><i>Behaviour Interventions and Social and Emotional Learning - Toolkit Strand - Education Endowment Foundation (EEF)</i></p>	1-5
Fully funding enrichment activities, trips and music tuition	<p>Enrichment activities has a positive impact on learning and progress (+3 months). Other benefits that have been evidenced are improvements in writing, spatial awareness, positive attitudes to learning and wellbeing.</p> <p><i>Arts Participation - Toolkit Strand – Education Endowment Foundation (EEF)</i></p>	1, 3, 4 and 5

Total budgeted cost: £377,260

Part B: Review of Outcomes in the Previous Academic Year – 2022/23

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2022/23 academic year.

Outcome 1: Improved attainment and progress indicators among disadvantaged pupils at the end of Key Stage 4

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using Key Stage 4 performance data. The 2022/23, Year 11 disadvantaged cohort consisted of 39 pupils, with key performance indicators outlined below with comparisons to the last two academic years; 2021/22 and 2020/21.

	2020/2021	2021/2022	2022/2023
Average Total Attainment 8	52.00	52.10	50.01
Average Total Attainment 8 Dis.	39.28	37.62	36.95
Progress 8	0.43	0.16	0.36
Average Total Progress 8 Dis.	0.11	-0.40	-0.32
Average Grade	5.2	5+	5+
Average Grade Dis.	3.93	4=	4+
English and Maths 9-7	11.9%	12.7%	16.4%
English and Maths 9-7 Dis.	4.7%	4.1%	5.1%
English and Maths 9-4	72.6%	75.7%	70.6%
English and Maths 9-4 Dis.	44.2%	42.9%	38%

Progress 8 has slightly increased from the last academic year (-0.32 compared to -0.40), however, the gap between disadvantaged and their peers has increased. For context, this is considerably above the national average for disadvantaged pupils (national average = -0.57), however, this is an area of concern and focus as a school.

Attainment 8 measures declined compared to last year (36.95% compared to 37.62%), however, there was a small decline for non-disadvantaged pupils (52.10% to 50.01%), meaning the gap has not widened in our school context. Concerningly, there has been a gradual decline in Attainment 8 for disadvantaged pupils from 2020/2021 and we still have a way to go to achieve our target of an Attainment 8 score of 48.0 (by the end 2023-2024).

Compared to the national trend, where the average Attainment 8 gap widened from 13.6 points in 2018/19 to 15.3 points in 2022/23, Kennet School has bucked this trend with a gap below the national average of 13.06 points.

9-4% for English and Maths has substantially improved from 24.5% in 2019 to 41% in 2022/23. Furthermore, the gap to their non-disadvantaged peers closed (33% in 2021/22 to 30% in 2022/23).

Outcome 2: Improved reading comprehension among disadvantaged pupils across Key Stage 3

Reading ages are tested three times a year (one per term) through the NGRT test, with results shared to the relevant members of staff to be reviewed and for next steps intervention. Parents are also informed of the reading age as part of the pupil's reports.

Pupils identified for reading intervention (phonics, group reading) will undertake this daily for a 6-week period, before being re-assessed to check progress.

Below are the key findings for Year 7 reading test data. Reading and Comprehension assessments for summer 2023 (end of year) show that 70% of year 7 disadvantaged pupils fall below age-related expectations, in comparison to 41% of their peers. 26 pupils (42%) have a reading age below 10 years and 6 months. However, 68% of disadvantaged pupils improved their reading age (from the baseline assessment) with 38% making more than 12 months progress.

	Autumn 2022	Spring 2023	Summer 2023
Reading age below 7 years	13	3	14
Reading age 7 – 9 years	49	26	26
Reading age 9 – 10 years	21	17	23

Change in reading age from Autumn 2022 to Summer 2023 (9 months):

	All	PP	SEND
More than 12 months decline	54	11	9
Up to 12 months decline	41	6	3
0 to 6 months improvement	51	9	8
7 to 12 months improvement	30	7	6
More than 12 months improvement	106	20	18

Improvement:

	All	PP	SEND
Autumn to Summer			
Improvement	66%	68%	72%
More the 12 months	38%	38%	41%

Pupils with a reading age equal to or above their chronological age:

	All	PP	SEND
Summer 2023	59%	30%	25%

The key findings for Year 8 were 53% fall below age-related expectations, in comparison to 39% of their peers. 13 pupils (25%) have a reading age below 10 years and 6 months. However, 80% of disadvantaged pupils improved their reading age (from the baseline assessment) with 32% making more than 12 months progress.

	Autumn 2022	Summer 2023
Reading age below 7 years	7	5
Reading age 7-9 years	15	16
Reading age 9-10 years	10	7

Change in reading age from Autumn 2022 to Summer 2023 (9 months):

	All	PP	SEND
More than 12 months decline	54	6	6
Up to 12 months decline	42	4	6
0 to 6 months improvement	71	19	5
7 to 12 months improvement	26	5	2

More than 12 months improvement	69	16	11
---------------------------------	----	----	----

Improvement:

Autumn to Summer	All	PP	SEND
Improvement	63%	80%	60%
More the 12 months	26%	32%	37%

Pupils with a reading age equal to or above their chronological age:

	All	PP	SEND
Summer 2023	61%	47%	38%

The key findings for Year 9 were 61% fall below age-related expectations, in comparison to 40% of their peers. 13 pupils (23%) have a reading age below 10 years and 6 months. However, 71% of disadvantaged pupils improved their reading age (from the baseline assessment) with 33% making more than 12 months progress.

	Autumn 2022	Summer 2023
Reading age below 7 years	7	7
Reading age 7 – 9 years	16	10
Reading age 9 – 10 years	8	10

Change in reading age from Autumn 2022 to Summer 2023 (9 months):

	All	PP	SEND
More than 12 months decline	46	8	10
Up to 12 months decline	27	6	2
0 to 6 months improvement	96	15	11
7 to 12 months improvement	28	3	4
More than 12 months improvement	82	16	5

Improvement:

Autumn to Summer	All	PP	SEND
Improvement	74%	71%	63%
More the 12 months	29%	33%	16%

Pupils with a reading age equal to or above their chronological age:

	All	PP	SEND
Autumn 2022	61%	35%	47%
Summer 2023	60%	39%	48%

Outcome 3: Improved access to resources and a better understanding of effective home learning habits to support with improved home learning routines

The **Family Learning Programme** was continued for (Rising) Year 7 Disadvantaged pupils and parents/carers to develop home learning routines and access to resources to develop better home learning habits. This would be through regular meetings and support from an assigned member of the pastoral team.

The focus of this programme was to develop effective methods early in their journey at Kennet, whilst building positive relationships with parents/carers, which can be maintained/developed as they move through their educational journey. Part of this programme involves the pupil(s) receiving a laptop to use at home, if required for their time at Kennet School.

All disadvantaged pupils were given a laptop to support with home learning, if required, by the end of the first half term. If a pupil(s) were identified as requiring support through Study Plus, this was organised within the first half term and reviewed alongside report data. Any pupil(s) who were receiving regular sanctions for homework and/or their organisation learning habit were invited to attend Study Plus, with homework completion monitored.

In our autumn and summer report data, we recorded the following Attitude to Learning scores for homework. Please see below the comparison between disadvantaged and non-disadvantaged in the autumn and summer terms for year 7.

	Disadvantaged	Non-Disadvantaged	Difference
Autumn Term 2022	77.15%	83.20%	-6.05%
Summer Term 2023	70.14%	78.75%	-8.61%
Comparison to Summer Term 2022	70.7%	82.5%	-11.8%

As outlined above, the Family Learning programme has supported in early identification for homework support. This is reflected in a smaller gap between disadvantaged and non-disadvantaged pupils (-8.61%) related to homework, when comparing to the previous Year 7 cohort (-11.8%). Although there is still a gap, this is positive news, however, the next step is to minimise the decline in homework ATL from autumn to summer for future Year 7 cohorts.

Outcome 4: To develop pupil confidence to take an active role in the co-curricular life of the school through improve participation in co-curricular activities, as part of our school participation programmes. This will lead to an improved wellbeing.

Below outlines the key performance indicators based on the minimum standard for each participation programme.

Category of Pupils	No. Pupils	Percentage Bronze (22/23)	Percentage Bronze (21/22)	Percentage Bronze (20/21)
Whole Year	296	97%	89%	64.9%
Non-Dis	231	78%	94%	69.1%
Disadvantaged	65	98% Target (80%)	55% (Target 80%)	49.3%

Figure 1: Information on participation rates for our Year 7 participation programme, 'Rising Stars' compared to previous years.

Category of Pupils	No. Pupils	Percentage Platinum (2022/23)	Percentage Platinum (2021/22)	Percentage Platinum (2020/21)
Whole Year	302	69%	55%	
Non-Dis	247	86%	60%	63.6%
Disadvantaged	55	55% (Target 65%)	37%	55.4%

Figure 2: Information on participation rates for our Year 8 participation programme 'Kennet Stars' compared to previous years.

Category of Pupils	No. Pupils	Percentage 2:2 (2022/23)	Percentage 2:2 (2021/22)	Percentage 2:2 (2020/21)
Whole Year	297	77%	16%	
Non-Dis	237	83%	18%	19.9%
Disadvantaged	60	17% (Target 40%)	4%	8.5%

Figure 3: Information on participation rates for our Year 9 participation programme, 'Kennet Honours' compared to previous years.

Looking at the information above, in year 7 (Rising Stars Programme) there was a significant increase in levels of participation and engagement in the school's co-curricular activities, where more disadvantaged pupils achieved their bronze award (98% compared to 55%). There was no gap between girls and boys, which was another success. This was due, in part, to the fantastic work of the new Head of year 7 to drive this participation programme through morning meeting and tutors. We have increased the target to 90%, to ensure the programme is embedded with year 7 disadvantaged pupils.

The participation of disadvantaged pupils in year 8 has increased from 2021/22 (55% compared to 37%), however, this is still below our current target for the end of this PP strategy (November 2024). As a result, we will review our processes of communication, through the Head of Year 8 and tutors, to encourage more disadvantaged pupils to engage in the school's co-curricular/Kennet Stars programme.

Finally, the participation of disadvantaged pupils in Year 9 (Kennet Honours) is currently well below the target at the end of this strategy. Although an improvement (17% compared to 4%), there is still substantial work that is required with this year group.

Externally Provided Programmes

Programme	Provider
None	None

Service Pupil Premium Funding

Measure	Details
How we spent our service pupil premium allocation last academic year:	Pupils had access to free music lessons, and they were fully funded for all educational trips.
The impact of that spending on service pupil premium eligible pupils:	All service children attended educational trips/visits.

Further information

The **Family Learning Programme** is for (Rising) Year 7 Disadvantaged pupils and parents/carers to develop home learning routines and access to resources to develop better home learning habits. Furthermore, to develop parental engagement with our hard-to-reach families.

Part of this programme involves the pupil(s) receiving a laptop to use at home, if required for their time at Kennet School. Each disadvantaged pupil is assigned a member of staff (Tutor, Deputy Head of House or Head of House) who will build a relationship with that family and support them with any concerns/issues they may have.

The programme involves three face-face meetings in Year 7, either in the home or onsite alongside parent/carer evenings. In these meetings, **Graduated Approach Plans (GAPs)** will be completed, where progress, attainment, and attitude to learning as well as engagement in extra-curricular activities will be reviewed and targets set appropriately.

Our **Kennet Learning and Development journey** maps out a pupil's journey, with key milestones, from Year 7 through to Year 13. This is to support pupils and parents/carers understanding their child(ren)'s journey through Kennet School. All key events related to all pupils are shown on the journey – events which are for disadvantaged pupils only will be indicated with an *. This is broken down into individual year group roadmaps with more events for them to see exactly what is coming up in the next term, to identify key events they could participate in.

The learning journey will be used by staff when meeting parents/carers and pupils to look at what is coming up in the future that they could be involved in to support with further engagement in the wider school community and aspirations.

All disadvantaged pupils in Years 8-11 will also have three face-face meetings per year, with an assigned member of staff, where a Graduated Approach Plan will be completed; unless they are on the SEND register (K – SEN Support or EHC - Education, Health & Care Plan, whereby the SEND department will complete these meetings using a Support and Achievement Plan (SAP).