

Action	Owner / Date to be completed	Response	Link to College development Plan 2024/25
To close the achievement gap by ensuring there is no difference in the progress made by Pupil Premium students or SEND.	JNU / RGR	<p>For PP students:</p> <ul style="list-style-type: none"> • Utilise the pupil premium funding to support the progress of students in receipt of the fund, ensuring that the spending is evidence informed and targeted at the students' barriers to achieving highly. • Put in place small-group interventions for English and maths, reviewing this to ensure it is effective. • Monitor the students in receipt of pupil premium funding in terms of their academic achievement, attendance, behaviour and extra-curricular engagement. • Through the learning managers, meet regularly with the students in receipt of the pupil premium to discuss their own learning, identifying any barriers and actions needed from staff, before sharing this information with all staff. • Ensure the teaching that students receive is of high quality, putting in place to support staff where this is not the case. • Support the students to have high aspirations, for example through careers work and engagement with their parents/carers. 	M1,M3,M4
To ensure all students across school engage in our Settle College Diploma regardless of special educational needs and disability, gender, ethnicity, and sexual orientation.	JFR / RGR	<ul style="list-style-type: none"> • To continue to use data tracking documents to monitor progress of all pupils from Year 7 to 11 across the four areas of the Settle College Diploma • To ensure student booklets are regularly updated in form time with one form tutor session per week allocated to the Settle College Diploma • To ensure intervention is provided at form tutor level where there is evidence of a lack of engagement from students • To highlight and share excellent student examples from each form to share via newsletters • To ensure all students receive tangible rewards through bronze, silver, gold, and platinum certificates 	V3

		<ul style="list-style-type: none"> • To provide links to other enrichment opportunities for all students, such as the DofE award in Year 9. 2024/25 now linked to the SCD. • To review the format of the Settle College Diploma at KS4 to maximise participation and ensure there is impact 	
To promote mental health and well-being so that all members of the school community are valued and supported, regardless of special educational needs and disability, gender, ethnicity, and sexual orientation.	GPA / RGR	<ul style="list-style-type: none"> • To create and establish a staff mental health team to support members of the school community. • To use TES portal to collect staff feedback (Pulse), collect data to compare information and complete action plans on feedback. • Student mental health team created to support other students in school. • To continue to develop a culture that all students have someone to talk to if they are worried about their mental health or wellbeing. • Assemblies, PSHCE and subject curriculum when link will promote mental health and well-being for all students. • Use of external agencies to support students' mental health and well-being e.g. MHST. • Information to be shared with parents/guardians on any mental health and wellbeing activities in and outside of school. • To use national events such as, mental health week, to promote mental health and well-being. 	V4
To raise the literacy ability of all students, especially boys, to support improved outcomes in subjects with extended writing, particularly English, regardless of special educational needs and disability, ethnicity and sexual orientation.	ESC / RGR / JNU	<ul style="list-style-type: none"> • Ensure that Settle College has an effective strategy to drive long-term improvements in literacy, coordinated by the AHT for literacy, subject leader for English and SENDCo. • Ensure that the testing for reading ability includes all students, sharing the results of this with all staff through the literacy rainbow. • Through the literacy HLTA, ensure that students that require further interventions for literacy receive an effective provision, that is monitored to ensure that it is effective. • Ensure that all subjects are developing the disciplinary literacy skills that students need for success in each subject. • Provide training to relevant staff, so that they can effectively develop the literacy ability of all students. 	M4

		<ul style="list-style-type: none"> • Develop the use of the reading lessons at KS3 to support a range of reading skills (de-coding, inference, etc.), to ensure that staff regularly listen to students read and to promote a love of reading. • All subjects to ensure that there are opportunities for extended writing in their subject, with literacy targets used regularly in their writing to address students' specific areas to develop. • Develop a whole-school approach to ensuring that students' spoken English is appropriate to the setting during lessons and around school. • Develop students' confidence in speaking during group tasks and during whole-class discussions. • Provide training to staff to develop their use of effective talking for learning tasks within lessons. • Ensure effective communication of the literacy strategy with all key stakeholders, including students, staff, governors and parents. 	
To reduce the number of incidents of derogatory language across school.	GPA	<ul style="list-style-type: none"> • Derogatory language to be a key safeguarding area for Settle College, where students and staff are constantly reminded. • Behaviour curriculum, "Choices: ready respect and safe" to be used in form time to promote the use of improved language. • Consequence and support given to students who use derogatory language across the school. • Student feedback to be used to support specific areas of concern e.g. are there particular places where derogatory language is used. • Communication to be given to parents/guardians on the purpose of effective and respectable communication. 	Continuous improvement linked to behaviour and safeguarding.