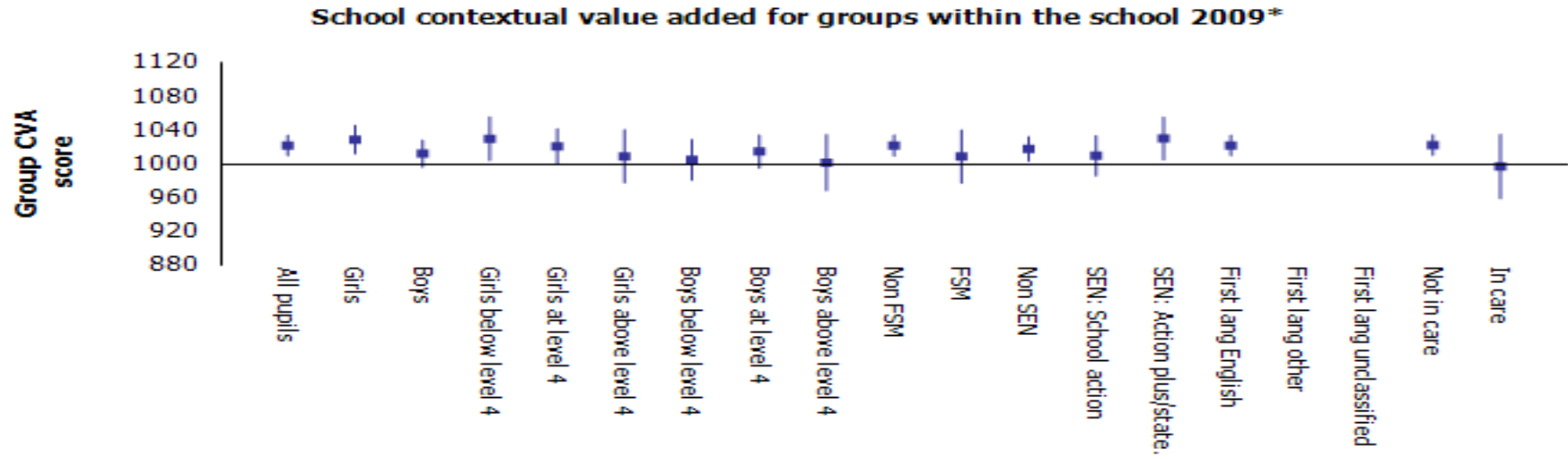
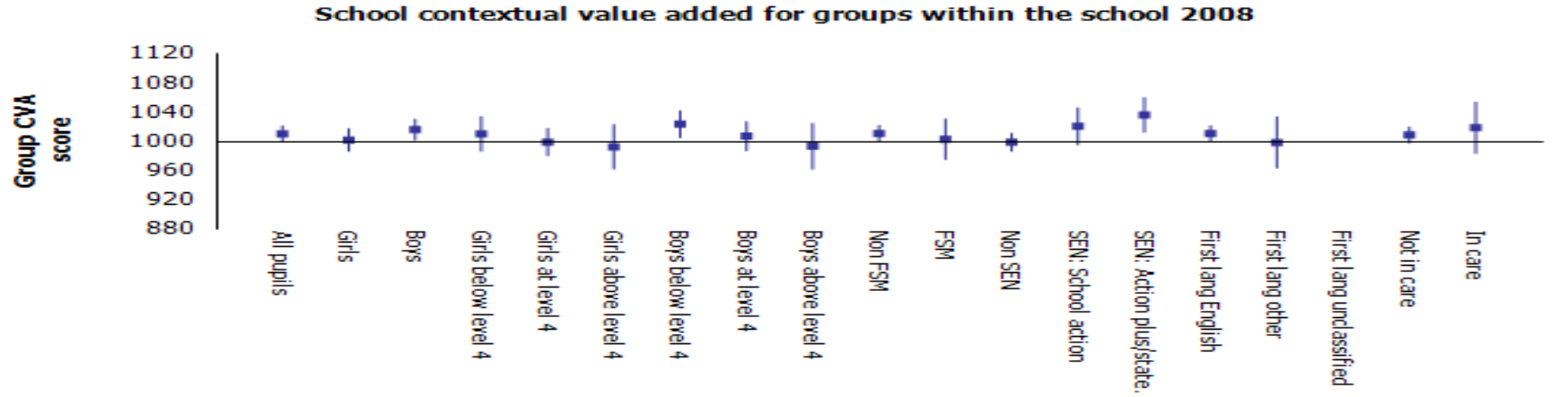
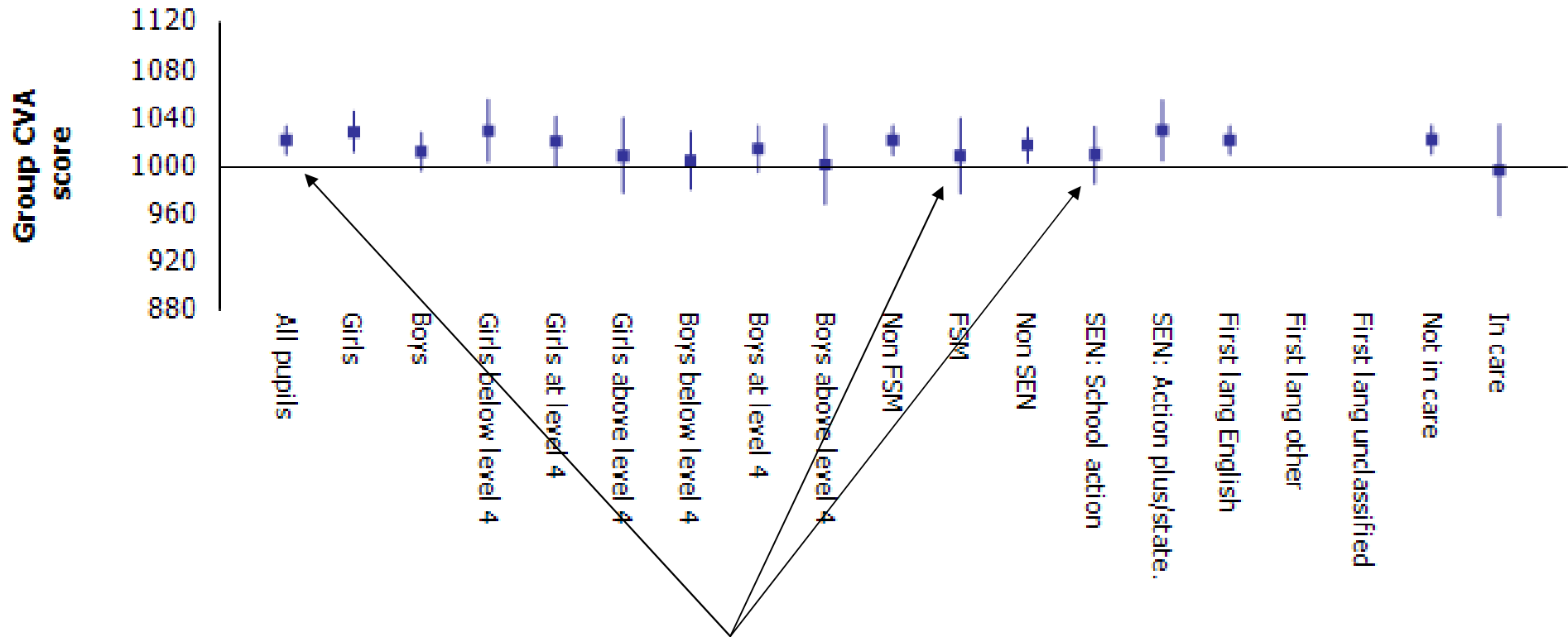


CVA above 1000 then you must be OK?



How does the CVA of vulnerable groups compare?

School contextual value added for groups within the school 2009*



Is there a difference between whole school CVA & each group?

CVA message from Raise Online

- Above 1000
- Vulnerable groups CVA must be higher than CVA of all pupils

Our Extra Mile projects

1. Leadership & management: FSM tracking & action

- Raise awareness, enhance accountability, track and reward progress

2. Year 11 intervention groups

- Three intervention groups to include, among others, all economically disadvantaged students

How to support the learning of economically disadvantaged students: ten strategies to get results in Years 10 & 11

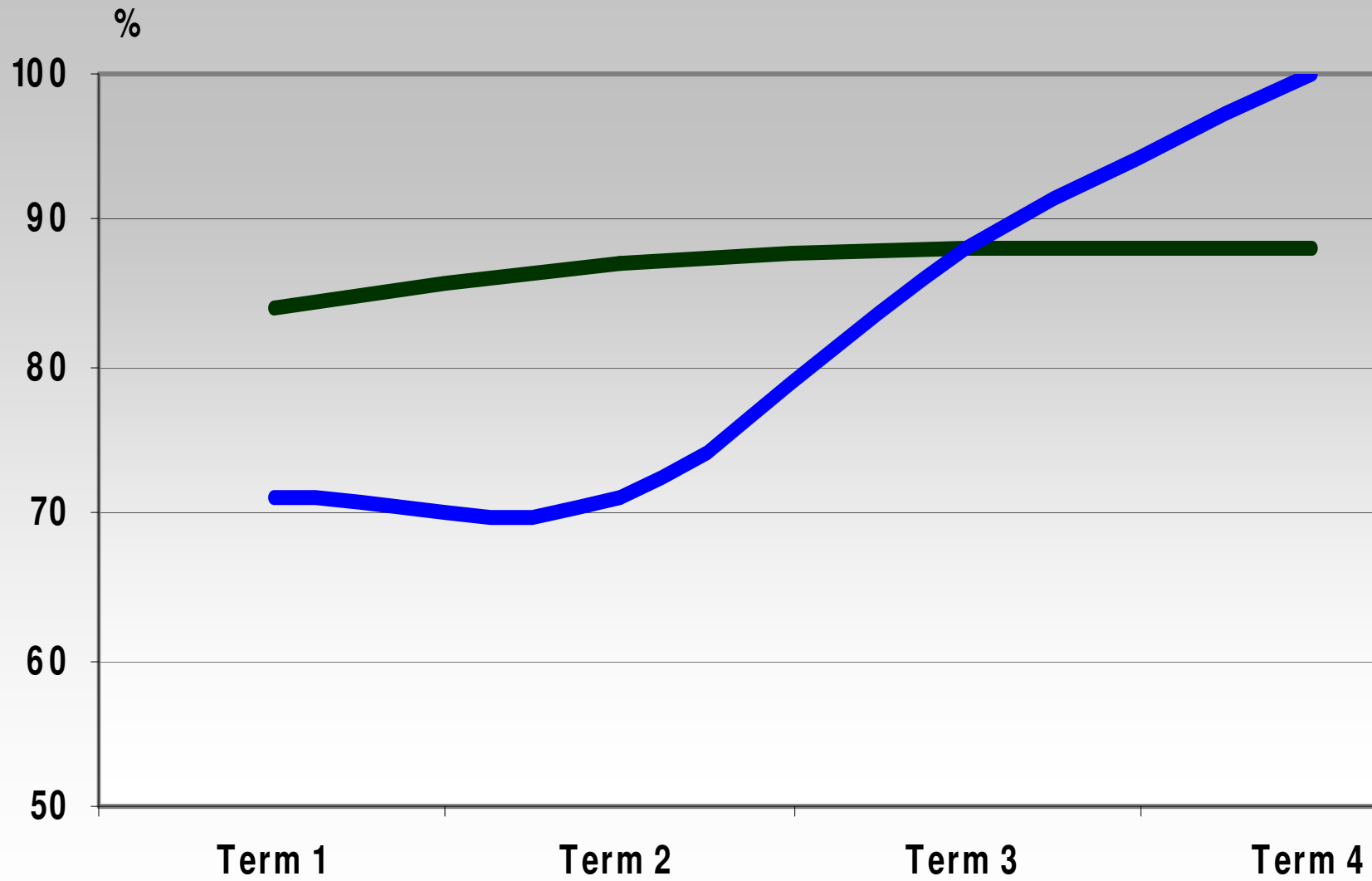
Work with your students

1. Identify your economically disadvantaged students.
2. Track performance every term.
3. Create intervention groups that *catch* vulnerable students without labelling them. Provide subject-specific, small group revision.
4. Recognise small, *everyday* successes and respond with low-key but strong rewards.
5. Be positive at every opportunity: assemblies; letters home; video.
6. Engage parents: face-to-face interviews; special meetings; point of contact.

Work with your staff

7. Raise awareness of the needs of these students. Highlight their names and faces.
8. Talk about effective strategies: share ideas; keep the issue on the agenda.
9. Create an intervention team; appoint a leader.
10. Link the performance of economically disadvantaged students to teachers' pay.

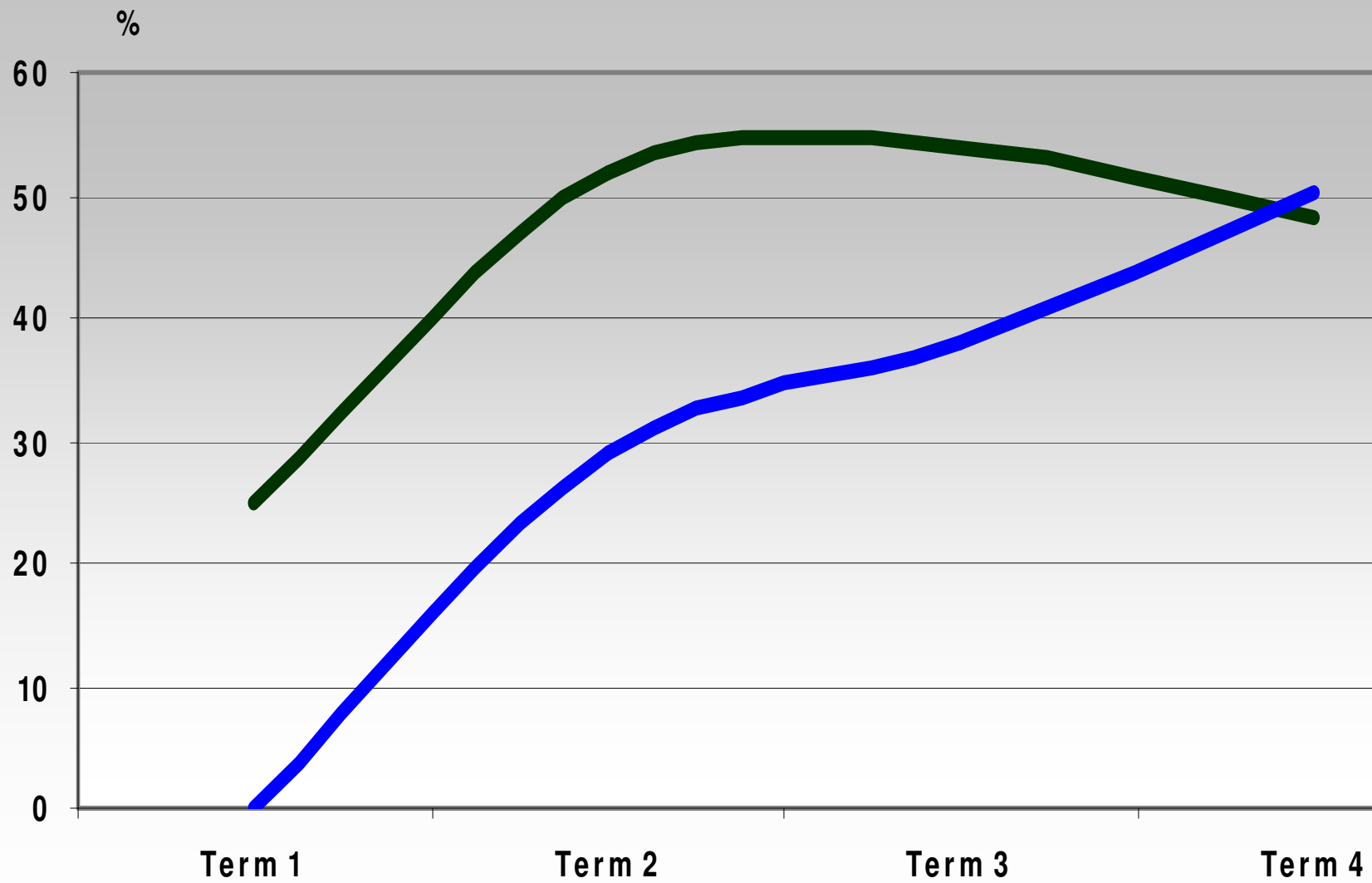
5 A* - C



Whole School

FSM

5 A* - C Including En & Ma



Whole School

FSM

Impact of the projects so far...

Year 11	Term 1	Term 4
FSM %A*-C	71%	100%
FSM %A*-C inc. E&M	0%	50%
FSM Average AtL	4.48 (1=outstanding; 9=very poor)	4.22 (1=outstanding; 9=very poor)
FSM Attendance	90.4%	84.6%