

Year 11 Raising Attainment Plan 2026-27

Strategic Aim

To maximise student attainment and progress in all subjects, especially those from a disadvantaged background and those that are categorised as MAPS and LAPS

Success Criteria

Measure	Current		Target	
Attainment 8	3.67		4.90	
Progress 8	-0.51		0.32	
4+ English	53.9%		88%	
4+ 5+ Science	40.3%	15.1%	78%	43%
4+ Maths MAP HAP	72.2%	100%	100%	100%
EBACC HAP	6.50		6.73	
4-7 grades across all	49%		79%	
MAPS attainment 8	4.37			
LAPs attainment 8	2.35			

Priority 1: Excellence in Classroom Teaching

Intended Outcome

Students consistently experience highly effective teaching that directly addresses GCSE assessment objectives and examination skills. Being an expert in your area

Action	Lead	Monitoring	Success Indicators
Raising standards of staff to be disciplinary experts	BB/DR	Lesson drop ins Line management meetings Data drops	Increase in attainment at each data drop Lower negative behaviour incidents
Students to be trained to be subject thinkers in all subjects	All	Student voice Lesson visits Data drops	Increase in attainment at each data drop

			Sense of belonging to subject
High level thinking to be encouraged from the beginning of every lesson- Unlocking learning task	All	Lesson visits	Active learners evident in the class Increase in attainment at each data drop
Use of the enactment standards to develop teaching and learning across the school	BB/DR	Lesson visits PD Line management Data drops	Quality of teaching is raised over time Increase in attainment at each data drop

Priority 2: Literacy/ reading ages

Intended Outcome

To develop student reading ages to an average of 14 years old. This is to assist in students accessing exams and being able to achieve a grade 4 or above, in all subjects.

Action	Lead	Monitoring	Success Indicators
Analyse 2026 examination outcomes alongside reading age data to identify literacy thresholds and barriers to attainment.	CAP	Analysis of data at regular points in the year. Reading age testing to inform Findings shared with SLT and governors.	Clear identification of reading age profiles linked to Grade 4+ attainment. Intervention priorities established and reviewed.

Explore and, where appropriate, implement Bedrock Learning as a literacy platform to support vocabulary acquisition and reading development.	CAP	Trial evaluation, usage reports and student progress data.	Increased student engagement with literacy activities and measurable improvements in vocabulary knowledge.
Develop a whole-school disciplinary literacy strategy through a programme of CPD during 2026-27.	CAP	Learning walks, book scrutiny, line management meetings and staff voice.	Consistent application of literacy strategies across departments. Improved staff confidence in teaching reading, vocabulary and comprehension.
Embed explicit vocabulary instruction in all subject areas, focusing on Tier 2 and Tier 3 vocabulary.	HODs	Department reviews, lesson visits and curriculum quality assurance.	Improved student use and understanding of subject-specific vocabulary.
IDL: Strengthen intervention pathways for students with reading ages significantly below chronological age.	SENCO / CAP	Half-termly intervention reviews and impact analysis.	Students make accelerated reading age gains and demonstrate improved curriculum access.
<i>NGRT Testing: Implement regular reading age assessments to identify</i>	<i>CAP</i>	<i>Reading age assessments conducted at key points</i>	<i>Reading age data is shared and used to inform</i>

<i>students requiring support and measure progress over time.</i>		<i>throughout the year. Progress reports generated and reviewed.</i>	<i>classroom practice, intervention allocation and whole-school priorities.</i>
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Intervention Tiers

Tier 1: Universal:

- Reading age testing and tracking.
- Explicit teaching of Tier 2 and Tier 3 vocabulary across all subjects.
- Staff CPD focused on disciplinary literacy and reading strategies.
- Literacy-rich curriculum resources, including articles, extracts, sources and extended reading opportunities.
- Use of Sparx Reader and exploration of Bedrock Learning to support independent reading and vocabulary development.
- Consistent use of the Teacher Modelling (TM) → We/Collaborative Modelling (WCM) → Independent Practice (IP) approach to scaffold reading and comprehension.
- Curriculum planning that promotes reading, discussion and vocabulary development.

Tier 2: Targeted:

- SEN small-group guided reading sessions during form time.
- Targeted reading interventions linked to assessment outcomes.
- Adaptive classroom practice informed by Edukey and Teacher Toolkits.
- Additional vocabulary and comprehension support within subject areas.
- Close monitoring of progress and intervention impact.

Tier 3: Intensive:

- IDL Literacy Intervention Programme.
- Bespoke SEND literacy interventions tailored to individual needs.
- 1:1 reading support where appropriate.
- Personalised literacy targets and intervention plans - Edukey
- Regular review meetings involving SEND, pastoral teams and parents/carers - where applicable

Priority 3: Leadership

Intended Outcome

Stronger leadership is evident throughout the Academy, with stronger levels of consistency. Middle leaders feel empowered and outcomes are better for all students.

Action	Lead	Monitoring	Success Indicators
Creation of line management calendar	NIC	Line management SLT meetings	All departments are driving forward with the same goal. Consistency is evident
Data sheets created to facilitate conversations	NIC	Line management Data drops	Curriculum leaders and Heads of year can articulate areas of success and development
PD calendar adapted for the needs of all colleagues and students	BB	Lesson visits	Classroom practice develops in relation to the enactment standards
Implementation of enactment standards assisting middle leaders to develop staff within departments	BB	Line management PD	Classroom practice develops in relation to the enactment standards
Empowering middle leaders	NIC BB	Professional dialogue discussions Line management PD	Middle leaders become more confident. Middle leaders take more accountability for departments

Priority 4: Data-Led Tracking and Accountability

Intended Outcome

Student progress is monitored rigorously and intervention is adapted swiftly.

Action	Lead	Monitoring	Success Indicators
Creation of department and year group data sheets	NIC	Line management meetings Data drop analysis Exam analysis review meetings	Curriculum leaders can articulate areas of success and development Data is used to inform classroom practice and curriculum Key demographics of students are identified and interventions are evaluated Staff become more data literate and can compose narrative around cohorts Interventions become more impactful as they are targeted.
Post exam analysis meetings	NIC/LXM	Department improvement plans Data drop analysis Mock results	Middle leaders can articulate how they will develop department Stronger understanding of how literacy has an impact on outcomes Interventions become more effective
Fewer data drops to provide time for moderation	NIC/SW	Accuracy of predictions over time Data drops Line management meetings	Data is more accurate and evidenced informed Predictions become more accurate Staff and students have a stronger understanding of exam content
Individual teachers to complete data commentary sheets	All	Department meetings Data drops Mock Results	Classroom teachers can identify students below track and those making more than expected progress

		Line management meetings with SLT	Subject teachers can explain which in class interventions/ pedagogical decisions have had the best impact
English and Maths match up meetings	LXM	Match up meetings (headteacher and curriculum leaders English and Maths) Line management meetings Data collection points	Gap between English and maths is closed at incremental points through data collection points

Priority 5: Attendance and Engagement

Intended Outcome

All students attend regularly and engage positively with learning and intervention.

Action	Lead	Monitoring	Success Indicators
Use of KS4 Attainment/Attendance quadrants	JXD	Review delivery with ELT and subject improvement plans	Targeted students are identified early and relevant intervention delivered
PA students given tutor mentoring fortnightly	JXD	Fortnightly review of calls; termly review of cohort	Students move out of PA and barriers to attending are addressed in an inclusive manner
Wolves FC PP intervention programme to build resilience	JXD/ Wolves	Termly review of cohort and impact	PP PA students are attending school regularly and have strategies to build resilience
Inclusive Attendance Programme for Staff	JXD	Review of criteria towards Silver award	All staff achieve the L2 award.

			PHA achieves the silver award against external benchmarks
Increase of rewards for top attendance and improved attendance	JXD/LCJ	Weekly review of student points and attendance. Tracking number of students achieving awards	Students are enthusiastic about attending and students are rewarded for achievement and progress.
Attendance Curriculum delivered on importance of attendance	JXD	Review of tutor lessons Trust collaboration	All students understand their attendance and the potential barriers to attending

Priority 6: Culture

Intended Outcome

Students to develop passive learners into active learners both inside and outside the classroom

Action	Lead	Monitoring	Success Indicators
Empowering through success evenings	NIC		Students are provided with independent study techniques and can utilise these outside the class
Independent learners	CAP	Review engagement time and point achieved in the software/ programs used	Engagement with Seneca, Sparx and language nut increases. Stronger outcomes and predictions are visible as the academic year progresses
Humanutopia	NIC/FA		Students are more engaged with their learning and can articulate the next steps they have to achieve

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Monitoring and Evaluation

Success will be evaluated through:

- Half-termly attainment analysis
- Attendance and intervention tracking
- Learning walks- enactment standards drop ins
- Student voice
- Staff voice- feedback conversations held after drop ins
- Mock examination outcomes- updated analysis sheets
- GCSE results analysis

Expected Impact

By summer 2027:

- Grade 4+
- Grade 5+
- Disadvantaged gap reduced significantly
- Students demonstrate confidence, resilience and independence in examinations
- Outcomes are closer to local averages (43.9)