



## Secondary Desirable Outcome Exemplars

### Contents

<b>My Attendance:</b> .....	2
Context: Lauren is receiving multiple late marks and is now receiving internal exclusions as a result. ....	2
Context: Following an incident with peers at school, Carter is reluctant to attend and has instead chosen to access education remotely. He has an EHCP and tuition is being funded via this route. Carers, social workers and college all believe that Carter would benefit from increased social engagement and would like him to return to school. It is likely that this will take time.....	3
<b>My Education</b> .....	4
Context: Yuri does not know what kind of career he would like to have in the future. He is not confident when trying new things and spends a lot of time playing computer games when he is at home.....	4
Context: Lexi thinks that she would like to work with children as a career but is unsure of what her next steps after Y11 would be. She is in year 10 at the moment but is new to the area and does not know anything about local colleges or other opportunities.....	5
<b>My Individual Needs</b> .....	6
Context: James is in Year 7 and often arrives at lessons very dysregulated which has led to some internal exclusions, this seems to occur particularly straight after break and lunchtime. James has one 1-day suspension for fighting in the playground at lunchtime. ....	6
<b>My Achievements</b> .....	7
Context: Sabina was new to her current school at the end of Year 9 and has been there for less than a term. She did not sit her KS2 SATs and due to regular school changes her academic progress and attainment data is unreliable. All of Sabina’s end of KS4 target grades have been set as a 4. At the first assessment point, she has a really mixed report. She loves reading and has exceeded her target in English. ....	7

## My Attendance:

<p><b>What can I do at the moment?</b> <i>What is my baseline?</i></p>	<p><b>By</b></p>	<p><b>What will I be able to do?</b> <i>What will I have achieved?</i></p>	<p><b>How will I achieve this?</b> <i>What interventions / support will be put in place?</i></p>	<p><b>PP+</b> <i>Amount of funding required: £ Please provide breakdown of cost (including if relevant – cost per session, number and frequency of sessions, itemised resources)</i></p>
<p><b>Context:</b> Lauren is receiving multiple late marks and is now receiving internal exclusions as a result.</p>				
<p>At the moment, I usually arrive at maths on time.</p>	<p>May half-term</p>	<p>I will consistently arrive outside the room for my maths and science lessons before the bell goes.</p>	<p>My teacher will discretely meet and greet/acknowledge me outside the room before the lesson starts I will have weekly check-ins with my form tutor to review my success I will have a buddy to ensure I know the route to the rooms All of my teachers will know that my focus is punctuality in maths and science for now and will not give me late marks in other subjects.</p>	<p>No funding required</p>
<p>I always arrive at maths and science on time. I now know where all my classrooms are and can find them without a buddy.</p>	<p>Week 3 of second half of summer term</p>	<p>I will continue to arrive at maths and science on time and consistently arrive outside the room in time for my English and Geography lessons.</p>	<p>My Geography and English teachers will discretely meet and greet/acknowledge me outside the room before the lesson starts My English and geography teachers will provide me with an overview of topics to be covered over the next few lessons so that I know what I will be doing beforehand I will continue to have weekly check-ins with my form tutor to review my success. Liz will help me at home to look at the topics before the lessons so that I know what to expect.</p>	<p>£70 for my own copy of the Geography textbook and English texts so that I can look at the work at home before the lesson.</p>

Context: Following an incident with peers at school, Carter is reluctant to attend and has instead chosen to access education remotely. He has an EHCP and tuition is being funded via this route. Carers, social workers and college all believe that Carter would benefit from increased social engagement and would like him to return to school. It is likely that this will take time.

<p>I am not attending school but I am doing online tuition in maths and English at home.</p>	<p>By October 24<sup>th</sup> (week before half term)</p>	<p>I will consistently participate in my tuition in a room at college for a full day on Mondays and Wednesdays. I will begin work in my favourite subjects art and DT.</p>	<p>Mrs Lenton will meet me at reception when I arrive in the morning. I will have a slightly later start time of 9.15am so that it is not busy when I arrive. I will eat my lunch in the hub and invite two of my friends to eat with me. My art and DT teachers will visit me once a week to talk to me about the work I can do in the hub.</p>	<p>£100 for art supplies (paints, brushes, pastels, paper, canvas) that I can keep at home so that I can start my GCSE art and DT work on days that I am not at school</p>
<p>I am attending school consistently two days a week (95% of Mondays and Wednesday attended in Autumn term). I continue to access maths and English tuition online and have started work on my DT and art at home</p>	<p>By the end of February</p>	<p>I will continue to access maths and English tuition online. I will come into school when I have art and DT lessons (see attached reduced timetable) I will attend those lessons and work in the hub for the rest of the time. I will start so to some science work.</p>	<p>Mrs Lenton will meet me at reception when I arrive in the morning. I will have a slightly later start time of 9.15am so that it is not busy when I arrive. I will eat my lunch with my friends in the canteen or outside on the days when I am at school. My science teacher will set me some work and activities to do which matches what they are doing in lessons. I will meet with my form tutor once a week for 15 minutes.</p>	<p>£175 for a subscription to Science plus GCSE learning platform.</p>

# My Education

<p><b>What can I do at the moment?</b> <i>What is my baseline?</i></p>	<p><b>By</b></p>	<p><b>What will I be able to do?</b> <i>What will I have achieved?</i></p>	<p><b>How will I achieve this?</b> <i>What interventions / support will be put in place?</i></p>	<p><b>PP+</b> <i>Amount of funding required: £ Please provide breakdown of cost (including if relevant – cost per session, number and frequency of sessions, itemised resources)</i></p>
<p><b>Context:</b> Yuri does not know what kind of career he would like to have in the future. He is not confident when trying new things and spends a lot of time playing computer games when he is at home.</p>				
<p>I spend a lot of time on my own outside of school and feel most confident in talking to other people my own age when I am gaming.</p>	<p>October half term</p>	<p>I will go to two lunchtime or after school activities each week so that I can try new things. I will be able to tell you about two new skills that I have learned.</p>	<p>Mr Ganger will look at the extra curricular activity programme with me and help me choose two to try. He will introduce me to the teacher who runs the activities. I will have a buddy from my form group to go to the activities with me. Jay will pick up me from school after school if I can't catch the bus home.</p>	<p>No funding requested</p>
<p>I have tried lunchtime basketball club and do not want to continue. I have really enjoyed after school outdoor adventure club and will keep going next term. I know how to read a map and can cook a meal on a camping stove.</p>	<p>February half term</p>	<p>I will have completed two 2 hour sessions of volunteering/work experience.</p>	<p>Mr Ganger will take me to the first Bronze Duke Of Edinburgh lunchtime session to meet the group leader. I will spend some of my saved pocket money on a rucksack, Jay will help me choose the best one. I will start work on the volunteering section of Bronze D of E. Jay will help me to find somewhere that I can volunteer near to my house. Mrs Mannering will help me to complete a CV in my careers lesson.</p>	<p>£28 Bronze D of E enrolment £40 (50% of the cost of the bronze D of E expedition to be paid now for the summer term)</p>

Context: Lexi thinks that she would like to work with children as a career but is unsure of what her next steps after Y11 would be. She is in year 10 at the moment but is new to the area and does not know anything about local colleges or other opportunities.

<p>I have been predicted a grade 6 in GCSE art and have really enjoyed my photography project. I would like a career in this area but I am not sure what.</p>	<p>December in Year 11</p>	<p>I will have identified at least 3 courses at local colleges which interest me and made an application.</p>	<p>Lara and Scott to support Lexi in attending open evenings at Stamford and Peterborough college. Lexi will have an additional careers information, advice and guidance meeting with our in school careers lead in December (she already has one later this term in line with school policy) Lara and Scott will support Lexi in accessing Unifrog at home to help her explore other career options. I will have 6 sessions with a careers mentor to write a CV, support with college applications and identify work experience opportunities.</p>	<p>6 x 1 hour careers mentoring sessions at £30p/h with careers mentor £180</p>
<p>I have applied for the level 3 Graphic design course at Peterborough College. I have also applied for the Level 2 Art and Design course as a backup.</p>	<p>February half term</p>	<p>I will have created my portfolio to support my application to the level 3 course.</p>	<p>I will go to lunchtime art sessions, Mr Steele will support me in creating my portfolio using some of my GCSE art work and some new pieces. Lara and Scott will support me in attending the half term art workshops at Peterborough gallery.</p>	<p>£100 art supplies and resources to create portfolio.</p>

## My Individual Needs

<b>What can I do at the moment?</b> <i>What is my baseline?</i>	<b>By</b>	<b>What will I be able to do?</b> <i>What will I have achieved?</i>	<b>How will I achieve this?</b> <i>What interventions / support will be put in place?</i>	<b>PP+</b> <i>Amount of funding required:</i> £ <i>Please provide breakdown of cost (including if relevant – cost per session, number and frequency of sessions, itemised resources)</i>
<p><u>Context:</u> James is in Year 7 and often arrives at lessons very dysregulated which has led to some internal exclusions, this seems to occur particularly straight after break and lunchtime. James has one 1-day suspension for fighting in the playground at lunchtime.</p>				
I like to play football at break and lunch and I am good at scoring goals. I get angry when they make me go in goal or don't let me play, this makes me late or not ready to learn in lessons afterwards. I complete 40% of the lesson starting activities and I am on time to 50% of my afternoon lessons	By the end of the Autumn term	I will complete 60% of the lesson starting activities and will be on time for 75% of my afternoon lessons	I will join the lunchtime ELSA sessions with Mrs Bradbury to help me with my friendships and feelings when I get angry. A Year 11 sports leader will be assigned to the Y7 playground at break and lunch to lead some structured games and activities. James will be introduced to the sports leader. If I feel angry at the end of lunch or break, I will go to the hub, Mrs James will support me in getting to my next lesson calmly.	No funding request
I now complete 70% of the lesson starting activities and go to my afternoon lessons independently at least 3 days out of 5 in the week.	By February half term	I will be going to all of my lessons in the afternoon independently and will arrive on time. I will be able to recognise when I am starting to feel	Mr Warren will update my personal learning passport to include a regulation activity at the start of the lesson if needed.	10 weekly 1 hour sessions at £50 p/h. £500

		angry and know how to self regulate or ask for support.	I will attend mentoring sessions with Boxing futures to support with my emotional regulation and feelings of anger.	
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## My Achievements

What can I do at the moment? <i>What is my baseline?</i>	By	What will I be able to do? <i>What will I have achieved?</i>	How will I achieve this? <i>What interventions / support will be put in place?</i>	PP+ <i>Amount of funding required: £ Please provide breakdown of cost (including if relevant – cost per session, number and frequency of sessions, itemised resources)</i>
<p><u>Context:</u> Sabina was new to her current school at the end of Year 9 and has been there for less than a term. She did not sit her KS2 SATs and due to regular school changes her academic progress and attainment data is unreliable. All of Sabina's end of KS4 target grades have been set as a 4. At the first assessment point, she has a really mixed report. She loves reading and has exceeded her target in English.</p>				
I love reading and I have exceeded my target grade in English. In my last assessment on The Lady in Black, I achieved a grade 5+.	February half term	I will have read 3 books of different genres for pleasure.	Mr Brooke's will introduce me to the staff in the library who will show me round and recommend some reading. I will attend the lunchtime book club once per week. I will enter the Year 10 house poetry competition.	No funding requested
I am below target in science (grade 3)			I will complete GL assessments in English, maths and Science to identify my strengths and gaps in these subjects.	No funding requested

			<p>I will complete CAT4 tests so that more accurate GCSE target grades can be set for me.</p> <p>Miss Parker will set me homework from Seneca to help me better prepare for the lessons.</p>	
<p>I am significantly below target in maths (grade 1)</p>	<p>The end of January</p>	<p>I will be able to confidently convert between fractions, decimals and percentages and apply this to questions on probability. I will achieve at least 65% when I resit the end of unit assessment.</p>	<p>I will complete GL assessments in English, maths and Science to identify my strengths and gaps in these subjects.</p> <p>I will complete CAT4 tests so that more accurate GCSE target grades can be set for me.</p> <p>I will go to Mr Jacob's after school maths club once per week for extra support with the maths underpinning the work on probability that we covered this term.</p>	<p>No funding requested</p>
<p>I am consistently achieving a grade 5/5+ in English in my assessments overall.</p>	<p>Beginning of June</p>	<p>I will achieve my target grade in the next unit where we will study a Shakespeare text.</p>	<p>Jackie and Kevin (carers) will take me to see a Midsummer Night's Dream at the key theatre in May.</p> <p>I will use the revision guide and support booklet to make notes in my text so that I better understand the language.</p> <p>I will continue to go to lunchtime book club</p>	<p>£80 English texts and revision guides. (NB Theatre tickets covered by carer's allowance)</p>
<p>I am now regularly achieving a grade 4 in my Biology and Chemistry topics and a grade 3 in Physics.</p>	<p>May half term</p>	<p>I will be able to use a given formula in physics to make a calculation.</p>	<p>I will have a Sixth Form science mentor who I will have lunch with once per week.</p> <p>I will continue with Seneca science homework.</p>	<p>No funding requested</p>
<p>I am consistently achieving a grade 2 in maths.</p>	<p>End of summer term</p>	<p>I will achieve at least a grade 3 in the next maths topic which is algebra.</p>	<p>I will have 1:1 tuition to address the gaps in my KS3 maths knowledge as highlighted by the GL tests. Mr Steele will work with my tutor to let him know which areas are priority for the work we are doing in class.</p>	<p>£420. 12 weeks 1:1 maths tuition. 2 x 30 minutes per week . £35 p/h</p>