

Section 2

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 Success criteria (RAG Rated by year) Pink – Limited Progress Amber - Some Progress Green – Good Progress
<p>Improved attainment among disadvantaged students across the curriculum at the end of KS4, alongside achievement in Reading and writing, compared to non-disadvantaged students</p>	<p>Access and Equity</p> <p>All students will experience a broad, rich, and ambitious curriculum that enables every learner to discover their strengths and develop their talents. We will ensure the curriculum is never narrowed in ways that disproportionately affect disadvantaged students, guaranteeing equality of choice and opportunity for all.</p> <p>Curriculum Quality</p> <p>A well-sequenced, coherent curriculum will empower students to achieve ambitious endpoints and access deeper understanding. It will provide the knowledge of the best that has been thought, said, and created, fostering intellectual curiosity and cultural capital.</p> <p>Closing Gaps in Outcomes</p> <p>Disadvantaged student outcomes will improve significantly, and variation in achievement between subjects and between teachers within the same curriculum area will narrow. Our goal is to ensure that attainment for disadvantaged students rises above national averages for all and the gap with non-disadvantaged peers continues to close year-on-year.</p> <p>Collaborative Development</p> <p>All teachers will contribute to curriculum development, and line management through a curriculum lens will strengthen delivery, retention, and deepening of knowledge across all subjects.</p>

2024–25:

Gap between disadvantaged (DS) and non-disadvantaged (non-DS) students narrows.

2025–26:

Gap continues to narrow; DS attainment is in line with national average.

Attainment 8 for DS improves significantly (specific target to be set based on national benchmarks).

2026–27:

Gap between DS and non-DS outcomes closes further; DS attainment is above national average across all key measures.

<p>To reduce the numbers of disadvantaged students removed from lessons for disruptive behaviour by seeking to reduce barriers to learning and access to the curriculum</p>	<p>Reduction in all students (especially DS students) referred through the behaviour system.</p> <p>Improved attendance in lessons leading to improved outcomes.</p> <p>Targeted support provided for students who fail to meet our high expectations, leading to an improvement in lesson attendance, outcomes, belonging and wellbeing.</p> <p>Improved communication between students, parents and staff, measured using Class Charts.</p> <p>2024-25: Reduction in numbers of DS students receiving referrals to the Reset or Internal Reflection rooms. Reduction in fixed term suspensions for DS students. Current gap between DS and non-DS behaviour referrals narrows.</p> <p>2025-26: Further reduction in numbers of DS students receiving referrals to the Reset or Internal Reflection rooms. Further reduction in fixed term suspensions. Gap between DS and non-DS reduces further.</p> <p>2026-27: Further reduction in numbers of DS students receiving referrals to the Reset or Internal Reflection rooms. Further reduction in fixed term suspensions. Gap between DS and non-DS reduces further towards being closed.</p>
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<p>Increased student attendance for disadvantaged students.</p>	<p>Attendance and 'late' marks for DS students will be relative to their non-DS peers. Achieving this aim would support improvements in attainment, progress and wellbeing.</p> <p>2024-25: Attendance of DS students improved from current absence rate, alongside a reduction in late marks. Gap in persistent absence between DS and non-DS reduces.</p> <p>2025-26: Attendance of DS students at least in-line with national average, alongside a further reduction in late marks. Gap in persistent absence between DS and Non-DS reduces further.</p> <p>2026-27: Attendance of DS students above national average, alongside further reductions in late marks. Gap in persistent absence DS and Non-DS reduces further towards being closed.</p>
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<p>Improved reading comprehension and writing at age-appropriate levels among disadvantaged pupils across KS3</p>	<p>Detailed analysis and evaluation of reading data for Years 7-9 and to evaluate progress against other schools within the trust and national data.</p> <p>Rigorous analysis of reading data for years 7-9 to clearly identify specialist intervention and support of weaker readers leading to increased progress for targeted students.</p> <p>Staff are trained to support students' reading and understanding of it as a priority and are adapting teaching in response to the reading data.</p> <p>Targeted support of weaker readers; with these students making increased progress, making them more capable readers; students are more equipped to engage across the curriculum*.</p> <p><i>*Detailed in the Plymstock School Literacy Strategy</i></p> <p>2024-25: Gap between DS reading levels and non-disadvantaged peers to be reduced – measured by average SAS (NGRT).</p> <p>2025-26: Gap between DS reading levels and non-disadvantaged peers to be reduced and a clear increase in the number of students reading and writing at age-appropriate levels by end of KS3 (Y9).</p> <p>2026-27: DS reading levels will be in line with non-DS and all learners reading and writing at age-appropriate levels by end of KS3 (Y9).</p>
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<p>Disadvantaged Students have access to resources required to be academically successful</p>	<p>Disadvantaged students will have the same access to resources and opportunities than their non-disadvantaged peers. Students can access funding allowance through their Year team. Heads of Department to access the Curriculum Enrichment Fund to provide extra-curricular opportunities for DS students.</p> <p>2024-25: Increase personal allowance spend and articulate to parents/carers through reminders. Reminders sent to parents prior to all parents' evenings and information events.</p> <p>2025-26: Audit completed of all new students (Y7 plus in-year admissions) to ascertain access barriers and solutions sought. Increase in uptake of personal allowance spend. Improved monitoring of DS participating in extra-curricular opportunities (Absolute Education) Increase personal allowance spend</p> <p>2026-27: Disadvantaged students to access their full personal allowance for resources or experiences to enhance their academic and social progression (based on needs)</p>
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<p>Reduce the number of students leaving Plymstock School without accessing further education, employment or training (NEETS)</p>	<p>Disadvantaged students should leave Plymstock School well prepared for the next stage of education, employment or training.</p> <p>2024-25:</p> <p>Destination of pupils tracked with a focus upon reducing NEETS</p> <p>2025-26:</p> <p>Destination of students tracked and no NEETS</p> <p>2026-27:</p> <p>No students identified as NEETS</p>
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