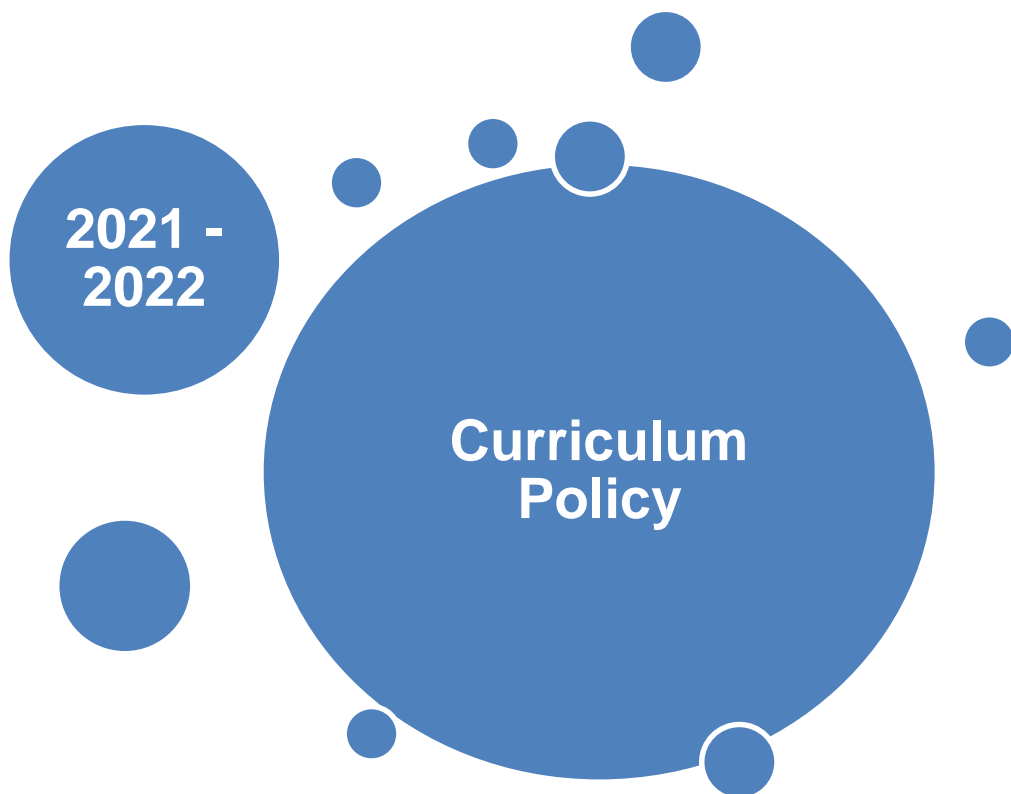


# The ContinU Plus Academy





# The ContinU Plus Academy

## Curriculum Policy



### Rationale & Philosophy:

The ContinU Plus Academy (CPA) will deliver a structured curriculum to meet the requirements of a wide range of marginalized, disaffected and excluded young people both within the Academy on a full-time and part-time basis, within our linked schools or on an outreach basis.

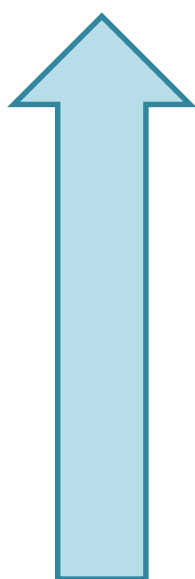
Our fundamental objective is to prepare students for positive progression routes, integration back into mainstream education or into training or employment.

Engaging, motivating and enabling some of the most disaffected students to return to learning and achieve transferable qualifications, is based on unlocking the motivational abilities of the students and coupling the development of social skills with functional skills in an integrated learning offer that is unique to each individual pupil.

The educational basis for this approach is to empower the students to take control of their lives and achieve their full potential through gaining recognised accredited awards and qualifications. The students are enabled to progressively take increasing responsibility for their activities, their learning, themselves and each other, thus developing the social skills needed to successfully implement their life decisions.

Our track record of providing pupils with increasing amounts of 'learning currency' in the form of accredited qualifications has led to 100% of Year 11 leavers having an offer of a positive destination beyond the age of 16.

Curriculum Development Model (CDM) illustrating the rationale behind 'The CPA Way':



Pupil is steering own path through school and displays dedication to personal development by setting a positive example in all areas of school life – this may include mentoring and supporting pupils in completing their own journeys. Pupil contributes widely and in valuable ways to the 'whole school'
Pupil is accessing careers information and is motivated to improve all areas of performance in school in order to achieve a desired 'positive destination', pupil is completing additional qualifications in order to strengthen Post 16 applications
Pupil performance indicators show reduced stress/anxiety, fewer behaviour incidents, increased RAISE points and more significant academic progress
Pupil attends regularly and is accessing lessons/interventions and is making progress personally, socially and academically
Pupil established as part of school community – staff, peers, friends, mentors and agencies make pupil feel welcome, comfortable and supported – attendance and re-engagement is improving
Bespoke support network designed based on pupil data – CPA staff, parents/carers and external support assigned to pupil and partnerships form
Pupil meeting occurs, tour and baseline testing complete – induction
Pupil information collected

**CDM steps 5 – 8: towards independence + social skills development:**

an adult leadership role  
focused personal development  
taking full responsibility for actions  
sharing responsibility

**CDM steps 1 - 4: dependency:**

taking part - team building  
regular attendance, assessment, support  
priority social skills (self-esteem, feelings, empathy, values)  
initial contact - selling the idea

This progression is managed through support by Learning Coaches and teaching staff, initially developing trust and identifying individual needs and preparing, in partnership, an **Independent Learning Profile**. This is updated regularly and is shared termly with all staff – major changes to pupils circumstances are discussed, and strategies are implemented, as required.

Students are continuously supported by teachers and Learning Coaches (ratio1:4), trained in specific areas of expertise by the CPA. These specialisms are designed to facilitate and support the learning of individual students via a wide range of motivating practical, vocational and issue based activities. These activities promote and encourage progression through the Curriculum Development Model.

The social skills that the CPA assists young people to develop are divided into two areas:

**1) Priority Social Skills:** these are the skills necessary to contribute to & benefit from group work, classroom learning, employment and to be able to benefit from and contribute positively to the activity i.e.:

- **self-esteem** - a positive life view, a commitment to control and change their life;
- **recognising and managing feelings** - impulse and anger control, defer gratification, develop alternative strategies for addressing conflict;
- **understand and identify with others (empathy)** - to recognise the feelings, needs and points of view of other students and teachers, or victims of crime;
- **values development** - to identify, understand and explore alternatives to current values, beliefs, behaviour and their consequences, particularly in relation to the school ethos.

**2) Other Social Skills:** when students are ready, they will move onto prioritise the other important **social skills** that will support the pupil in progressing to and through the latter stages of the CDM. These are developed with the encouragement of all staff i.e.:

- **communication skills** - including listening and assertiveness, non-verbal, literacy;
- **interpersonal** and relationship skills, friendships and support networks;

- **problem solving**, including decision making, particularly in terms of interpersonal issues, the ability to set attainable goals, linked to self-control and delaying gratification;
- **negotiation**, how to reach compromise;
- **planning**, thinking ahead;
- **reviewing skills**, learning from experience.

This supports students in finding and taking up a wide range of positive outcomes. At all stages in the delivery of the CPA curriculum we will work with students on potential destinations. This includes:

- Regular liaison with the referring school to look at opportunities for the student to return to mainstream education. Regular liaison with local further education colleges including site visits for students;
- Work-based learning providers - attending open days/evenings, site visits to providers premises and meeting students already on Foundation Learning or Apprenticeship programmes;
- Visits to employer workplaces to appreciate different job roles, sectors and the realities of the world of work;
- Sheltered short-term work placement with vetted employers.

## Pedagogy

The underlying pedagogy of the CPA is based on a non-formal learning style and approach that has delivered very successful outcomes for young people. The rationale for this approach draws on the following evidence:

*The Council of Europe (2000):*

***“The Assembly recognises that formal educational systems alone cannot respond to the challenges of modern society and therefore welcomes its reinforcement by non-formal education practices ...***

***The Assembly recommends that governments and appropriate authorities of member states recognise non-formal education as a de facto partner in the lifelong learning process and make it accessible for all.”***

In reality the pedagogy the CPA has adopted is fluid and moves on the continuum between formal and informal learning, with its natural home being a non-formal learning approach which facilitates the CPA's mission and provides a greater personalisation in the delivery for each young person.

## Definitions of Learning

### Formal Learning:

The learning process the CPA uses is structured with clear learning objectives, learning times, learning support and is intentional. The participants get recognised, transferable qualifications that are on the QCF and NQF database.

### Non-Formal Learning:

Non-formal learning within work and activity related learning is structured, based on learning objectives, learning time and specific learning support and it is intentional; with the participants getting access to recognised, transferable qualifications. This could therefore be called '*non-formal education*'.

### Informal Learning:

Learning in daily life activities, in work, family and leisure situations is mainly learning by doing; it is typically not structured, not intentional and generally does not lead to certification. In the youth sector informal learning takes place in youth and leisure initiatives, in peer group and voluntary activities. It provides specific learning opportunities, in particular in the development of social, cultural and personal "soft" skills.

Non-formal learning, delivered by non-formal educators (teachers and Learning Coaches, vocational mentors and any other members of the CPA's staff who come into contact with a young person) contributes to some important aspects of the CPA's successful work with challenging and disengaged young people.

- **Belonging**, feeling part of the learning provision;
- **Priority social skills and other social skills** necessary for successful learning;
- **Partnership with the adults working with them**, utilising students as a major resource;
- **Responsibility (empowerment)** through involvement in decision making;
- **A relevant and appropriate curriculum**;
- **Recognition and accreditation of their achievements**.

As a starting point for the delivery of this flexible and demanding curriculum the CPA staff will create an environment that:

- provides a safe environment;
- provides a sense of partnership and belonging;
- provides someone to listen to them;
- provides space for risk taking and personal discovery;
- gives the students confidence;
- engenders trust and acceptance of them as they are;
- encourages them to explore and share feelings and hopes for the future;
- helps them emphasise with the experience of others;
- recognises and explores the values they are living by.

## Overview & Special Features:

At the CPA the curriculum is structured around the individual needs of a highly diverse student base. Young people join us with specific areas of development requiring focus and support, often with a “switched off” attitude to all or part of mainstream education. Irrespective of length of stay, age or need all students will enter the CPA and receive a bespoke educational package, developing literacy/numeracy, raising attainment in core subjects and developing self-esteem, self-control and sociability. At the heart of the CPA ethos is the unshakable belief that all students can achieve and will go on to be productive, self-reliant and self-confident young adults. Positivity, flexibility and resilience underpin the manner in which our curriculum is delivered to our students by a team of highly skilled staff. Finding the path to success is at the heart of our educational philosophy. Our curriculum is organised into three key stages and effective Careers, Education, Information, Advice and Guidance (CEIAG) enables smooth transition into 16-19 provision or employment for the students when leaving us at the end of Key Stage 4 and/or 5. With a disengaged and vulnerable cohort of students, personalised learning, small groups and high staff to student ratios are essential. This is evidenced and reflected in the CPA curriculum offer. All students have a “Progress Passport” completed by the home-school pre admission and have **Individual Learning Plans** to document all support given during their life at the CPA. Termly **War Cabinet** meetings are held by the SLT and ELT following **assessment points** and are reviewed half termly. These meetings focus on making plans to better support pupils on an individual and bespoke basis over the next half term. The discussions in these meetings also form the basis for the **Focus sheets** that are sent to the referring school or organisation. Regular contact with parents/carers regarding curriculum change both by letter, personal contact and organised **Parent days** is paramount.

The CPA offers a curriculum that combines the development of personal and social skills with employability skills that are linked to the motivational/vocational interests of young people. This allows young people to learn the skills required to manage their work, their lives and their relationships.

Young people are empowered by this curriculum approach and develop a sense of ownership of their learning. This is highly motivating and is further enhanced by the sense of achievement when students gain accreditation for learning in the activities in which they are involved.

Learning provision is personalised around the needs of individual students and they will be supported to choose bespoke learning programme which matches their motivation, interest and personal learning style.

Staff who have the capacity on their timetable focus on teaching, learning, team teaching and/or student interventions in the additional time. All teaching staff will be allocated PPA levels in line with or above the 10% statutory requirement. Cover is monitored carefully and wherever possible matching groups to staff strengths.

Innovative courses are constantly being developed or refined to reflect the needs of the students, national initiatives and the needs of the local community. The CPA continues to attract attention nationally and all members of the SLT have participated in external QA and support/training for other schools. Members of the SLT have spoken at National events including AP conferences in London and Liverpool since 2016. The CPA hosted this event in June 2019. The ContinU Plus Academy has strong links with the trust schools and has an ever widening sphere of referral with schools from further afield referring and achieving successful outcomes. The CPA offers behavioural support and mentoring in those schools to support reintegration and inclusion should pupils be in a position to return to mainstream education.

An extensive SMSC (spiritual, moral, social and cultural) curriculum programme, academic tutoring and activity days provide support, advice and learning in staying healthy and safe. Personal development, citizenship, careers, ASDAN and mental health and wellbeing lessons support this along with weekly assemblies.

There is an enrichment and extra-curricular programme including: Art, Music, Cooking, sports, trips, visits and community based projects.

## **Entry Points**

The CPA is set up to integrate new pupils during termly referral windows. Dual registered pupils will only start a placement in September, January and April/May and these pupils come straight onto the main site following an induction day. Pupils who are permanently excluded from other schools in Worcestershire may start at any point in accordance with the CPA's contract with the Local authority. Reintegration is not always appropriate and long-term placements are agreed with home schools after an agreed length of referral. Pupils remain dual-registered during this time. Re-integration is discussed, where appropriate, at half termly assessment and monitoring meetings and pupils have been given a 're-integration rating' from January 2019. The rationale for this rating is that some pupils are doing especially well at the CPA but would struggle immensely back in a mainstream environment. Equally, other pupils have made huge improvements over the length of their placement and may be wanting and ready to reintegrate.

## **Key Stage 3**

Admissions are made at the start of each term and students are given a set curriculum to follow according to their needs. Pupils are placed in carefully chosen tutor groups according to their needs where they are often mentored by older pupils as well as staff.

There is a substantial time commitment to 'Learning outside the Classroom' (LOT), with a day a week timetabled for students to take part in Outdoor Education sessions aimed at building resilience, teamwork and communication skills amongst others.

## Key Stage 3 Curriculum Offer

Core	EBacc Subjects	Others
English – 2 hours	Hist/Geog/RE – 1 hour each	Outdoor Education – 4 hours
Maths – 2 hours	Art – 2 hours	Citizenship/PSHE
Science – 2 hours	PE – 1 hour	Enrichment
Reading – 1 hour	Food Technology – 1 hour	
	Design Technology – 1 hour	

## Overview of Example Key Stage 3 Timetable:

		1		2		3		4	
		9:10-10:20		10:35-11:45		12:15-13:25		13:35-14:45	
KS3 1	Tutor	Maths 65	Break	Art 69	Lunch	PE Gym	Break	Reading Library	Tutor
KS3 2		Outdoor Ed		Outdoor Ed		Outdoor Ed		Outdoor Ed	
KS3 3		Art 69		Science 25		Humanities 71		English 34	

**Academic Strategies** ensure that high ability pupils achieve qualifications in line with expectations from 1) CPA baseline and 2) improve skills in subjects that will later be chosen as options subjects in Key Stage so that accelerated progress can be made in the future

### All Key Stage 3 pupils may benefit from:

- Bespoke learning journeys including Curriculum subjects, interventions, support packages and skills, knowledge and understanding based **“Skills Passports”** (see appendix 1);
- Early entry examinations at Entry Level and Level 1 if appropriate;
- The opportunity to experience ‘Learning outside the classroom’ with one day per week of Outdoor Education;
- Extra provision after school mentoring/tutoring and enrichment;
- Annual residential trips (domestic)
- Consideration of reintegration and cooperation with home schools and parents

### Intervention Strategies to ensure success for our more vulnerable students:

- All students will have an individual learner profile;
- All students will join the CPA with a completed Progress Passport;
- 1 to 1 support will be available for a variety of academic and therapeutic support;
- Reduced timetable and consolidation of subjects. For example some students will be withdrawn from subjects that they were seriously underperforming in and more time



allocated to those that would be beneficial. This is always done in consultation with student and parents/carers;

- Students are withdrawn from lessons for additional literacy and numeracy work with the SENCO (Special Educational Needs Co-ordinator) team;
- School nurse support;
- Drugs counselling;
- E-safety;
- Educational psychologist (SDQ scores used to determine suitability and need)

## Key Stage 4

Following referral to our school in Key Stage 4 our first priority is to successfully integrate pupils and begin to build trust. Pupils not looking at reintegration to their 'home-school' are supported in making progress in their priority areas before entering Key Stage 5 at the CPA or applying to College, gaining employment or beginning apprenticeships. Every student has an aspirational target for each subject and is regularly assessed against this. Students know what their targets and their working at grades are and are provided with advice on what to do next to improve.

## Key Stage 4 Curriculum Offer

Core	EBacc Subjects	Other Subjects
English – 4 hours	History – 2 hours	Outdoor Education – 4 hours
Maths – 4 hours	Geography – 2 hours	Citizenship/RE
Science – 4 hours	Food Technology – 2 hours	Mental Health Awareness
Arts Award – 2 hours	Physical Education – 2 hours	Employability Skills
PSHE – 1 hour	Politics – 2 hours	Altern. Provision – 4 hours
	PSHRE – 1 hour	Enrichment – 1 hour
	Design Technology – 2 hours	Alcohol/Substance Abuse
	Child Development – 2 hours	

## Overview of Example Key Stage 4 Timetable:

		1		2		3		4	
		9:10-10:20		10:35-11:45		12:15-13:25		13:35-14:45	
10.1	Tutor	Maths 65	Break	Art 69	Lunch	Science 25	Break	English 34	Tutor
10.2		Science 25		English 34		Maths 65		Art 69	
10.3		Art 69		Science 25		English 34		Maths 65	
11.1		Food		Food		PE 70/GYM		PE 70/GYM	
11.2		Geography 71		Geography 71		Politics 31		Politics 31	
11.3		Outdoor Ed		Outdoor Ed		Outdoor Ed		Outdoor Ed	

**Academic Strategies** to ensure that high ability pupils achieve qualifications in line with expectations from 1) CPA baseline and 2) Key Stage 2 baseline in order to achieve positive destinations.

All Key Stage 4 pupils benefit from:

- Bespoke learning journeys including Curriculum subjects, interventions, support packages and progressive skills, knowledge and understanding based **“Skills Passports”** (see **appendix 1**);
- Personalised choices at the end of Year 9;
- Early entry examinations at Entry Level and Level 1 if appropriate;
- The opportunity to study additional GCSEs;
- The opportunity to experience offsite vocational learning;
- Extra provision after school mentoring/tutoring and enrichment;
- Work related learning (work experience);
- Careers IAG

**Intervention Strategies** to ensure success for our more vulnerable students:

- All students will have an individual learner profile;
- All students will join the CPA with a completed Progress Passport;
- 1 to 1 support will be available for a variety of academic and therapeutic support;
- Reduced timetable and consolidation of subjects. For example some students will be withdrawn from subjects that they were seriously underperforming in and more time allocated to those that would be beneficial. This is always done in consultation with student and parents/carers;
- Additional work related/vocational learning, for example, Hair & Beauty, Construction, Horse/Animal Care, Motor Vehicle - whereby they have the opportunity to secure an NVQ Level 1 or equivalent;

- Students are withdrawn from lessons for additional literacy and numeracy work with the SENCO (Special Educational Needs Co-ordinator) team;
- School nurse support;
- Drugs counselling;
- E-safety;
- Educational psychologist (SDQ scores used to determine suitability and need);
- Aspiration specific Level 1 courses delivered on bespoke basis where necessary.

## Key Stage 5

Our 6<sup>th</sup> Form was set up in September 2017 to support our most vulnerable learners for up to one Academic year following the successful completion of Key Stage 4. Our priority with these pupils is to upgrade their qualifications (English and maths), provide them with additional qualifications and provide sufficient careers/destinations IAG to allow progression to College, apprenticeships or employment post 17.

## Key Stage 5 Curriculum Offer

Core	Options	Other Options
English – 3 hours	Food Technology – 4 hours	Work Experience – 4 hours
Maths – 3 hours		Enrichment – 1 hour
Arts Award – 3 hours		

## Overview of Example Key Stage 5 Timetable:

	Tutor	1 9:10-10:20	Break	2 10:35-11:45	Lunch	3 11:55-13:05	Break	4 13:35-14:45	Tutor
12.1		Maths 65		Food		Food		English 34	

**Academic Strategies** to ensure that pupils deemed too vulnerable to access Post 16 destinations at the end of Year 11 or that require upgraded qualifications gain progression within a further 12 months:

All Key Stage 5 pupils benefit from:

- Bespoke learning journeys including Curriculum subjects, interventions, support packages and progressive skills, knowledge and understanding based **“Skills Passports”** (see **appendix 1**);
- Early entry examinations at Level 1/2 and GCSE if appropriate;
- The opportunity to study additional GCSEs/vocational qualifications;
- The opportunity to experience offsite vocational learning;

- Extra provision after school mentoring/tutoring and enrichment;
- Work related learning (work experience);
- Additional and targeted careers IAG as part of a small cohort

**Intervention Strategies** to ensure success for our more vulnerable students:

- All students will have an updated individual learner profile;
- All 1 to 1 support will be available for a variety of academic and therapeutic support;
- Reduced timetable and consolidation of subjects;
- Additional work related/vocational learning, for example, Hair & Beauty, Construction, Horse/Animal Care, Motor Vehicle - whereby they have the opportunity to secure an NVQ Level 1 (award/certificate/diploma) or equivalent;
- Students are withdrawn from lessons for additional literacy and numeracy work with the SENCO (Special Educational Needs Co-ordinator) team;
- Continued school nurse support (where required);
- Drugs counselling (where required);
- E-safety;
- Educational psychologist (SDQ scores used to determine suitability and need);
- Aspiration specific Level 1 courses delivered on bespoke basis where necessary.

Transfer from KS4/5 to post-16/17 learning or employment is carefully handled - with substantial activities to support progression, particularly at the key transition points in the summer term.

A copy of the Collective Worship Policy is published in its entirety on the CPA's website ([www.continuplus.org.uk](http://www.continuplus.org.uk)).

**Date Policy Created:**

**September 2021**

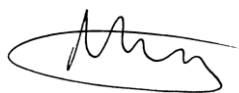
**Member of Staff Responsible:**

**Mark Venross ( Deputy Headteacher)**

**Review Date:**

**July 2022**

Signed:



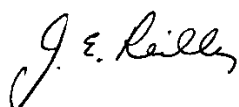
(Staff member responsible)

Signed:



(Headteacher)

Signed:



(Chair of Governors)

## Appendix 1: CPA Skills, knowledge and understanding (SKU) curriculum rationale

# ContinU Plus Academy

## The Curriculum Offer 2019-20

<b>Life in the Home</b>	<b>Travel</b>	<b>Wellbeing</b>
		
<b>Work, Finance and IT</b>	<b>Society, Culture and Philosophy</b>	<b>The World</b>
		

**“The best which has been thought and said....”, and the other stuff that we need to do.**



## The Rationale

The **ContinU Plus Academy** has been open for six years and during that time we have spent many, many hours of collaborative planning discussing our pupils needs, both academically and psychologically.

Our motto is **"we will work it out"** and each pupil here begins their CPA experience presenting complex behaviours and a progress deficit.

At the start of the Summer term 2019 all teachers met for a blue sky day to put to paper the life experiences of our pupils and the pathways to aspirational progression that are available post CPA, not just the immediate college placement but the long term vocational and academic career prospects for the pupils we have in our care. This led to an in depth discussion of the types of employment, skills and life choices that enable our pupils to have a fulfilling and functional life in today's society.

On arrival at our school many of our pupils are deeply unhappy, by the time they leave us the vast majority are capable of building and sustaining positive relationships, and of trust.

We wish everything for our pupils that we desire for our own children, that they can live a thoughtful and financially secure life, that they can be socially successful but personally contemplative.

We want our pupils to know their place in the world locally, nationally and internationally. We want our pupils to engage in debate without losing their temper, to accept when they are wrong without becoming angry. We want our pupils to know where they have come from, and where they want to go next.

The staff at our school know it is our duty in everything in our power to improve the knowledge, well being and sociability of our pupils. With this in mind we have worked together to improve our offer and to intrinsically match need and aspiration to curriculum development.

***Our pupils need to know or know how to consider the following things.***

### Who am I?

- **My family and culture**
- **History of my area my country and the world**

### Where am I?

- **Locally**
- **Nationally**
- **Internationally**



### What can I do?

- **Skills for life**
- **Academic success**
- **Physical abilities**

### Why am I here?

- **Philosophy**
- **Faith**
- **Science**

## What is a CPA Pupil?

Although there is no such thing as a typical CPA pupil there are trends that we have observed and tracked for the past 6 years from the pupils we have worked with. Here are some of the most common characteristics of pupils when they join our school..

<b><u>Tier 2 Pupils</u></b>		
Negative relationships		Loud and aggressive
Narrow cultural experiences		Use limited vocabulary with reliance on swearwords
Disconnected with community		Self harm
Distrust of social structures		Unhealthy lifestyle
Sexist, racist and homophobic attitudes		Low levels of literacy
Experience of violence		Familial substance abuse
Experience of domestic violence		Dysfunctional understanding of gender roles
Anger management issues		Poor self esteem
ADHD/ASD/ODD – diagnosis of SEN, or undiagnosed SEN on referral		Lack of empathy
Lack of positive role models		Large gaps in education
Low levels of resilience		Previous internal exclusions and/or part time timetables
Hypersensitivity		Distrust of agencies including the police/social services



### Some CPA pupils have a Higher Level of Need

Some CPA pupils have experiences substantial trauma or have diagnosis of conditions which require a higher level of intervention and support. Although the characteristics below are in no way attributable to all of our higher tier pupils, they occur regularly enough to be worthy of attention.

#### Tier 3 Pupils

Significant abuse or trauma

Fear

Need of regular interventions, if not in class

Multi agency involvement

Increased need for safety

Profound Attachment disorder

Mental health issues

History of absconding

Higher level of learning needs

Substance abuse



#### Tier 4 Pupils

Severe mental health issues including psychosis and schizophrenia

Suicidal tendencies

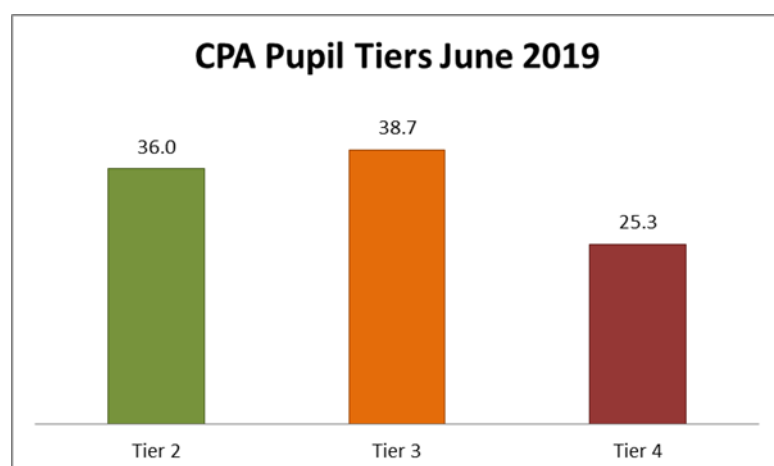
Multi agency involvement

Very aggressive, confrontational or violent

Unable to work without 1 to 1 support



## Curriculum Intent



### Headlines:

In preparation for launch in September 2019 CPA staff placed pupils in the tiers shown.

Pupils with “red” ratings for SDQ are immediately given Tier 4 status, pupils with “red” attendance AND “amber/red” ratings for behaviour or SDQ are also classed as Tier 4.

Special considerations can also be made by SLT/ELT as required.

## Curriculum Implementation

Tier 2 Pupils	Tier 3 Pupils	Tier 4 Pupils
Regular curriculum	Collapsed timetable days	Sustained regular intervention including 1:1 and part time timetables
Collapsed timetable days	Enrichment	
Enrichment	Regular intervention	Collapsed timetable days
Limited intervention	Some SKU via curriculum	Enrichment
Leading to...	Leading to...	Leading to...
Well qualified, well rounded, HAPPY pupils –ready for what comes next	Progression to Tier 2 and access to a “regular” timetable and curriculum with an academic focus	Progression to Tier 3, integration into school, reduced need for 1:1, access to further in house support, development of peer relationships

### Headlines:

The first “skills day” is scheduled for Friday 6<sup>th</sup> September 2019 and this will be the first of at least 7 such days over 2019-20. The graphic opposite shows how pupils in the various tiers may access this new curriculum and the intended direction of travel between the tiers for our pupils as success is experienced.

## Curriculum Impact

	Tier 2	Tier 4
Attendance	86.6%	71%
Positive Behaviour Points	76%	48%
Behaviour Incidents (per pupil)	2	4.5
Out of Class (per pupil)	2	3
Overall Stress	11.7	21
Academic Progress	78%	61%
Attitude	65%	20%
Placement Rating	52% green (11% red)	82.4% red
Reintegration Rating	15% green (41% red)	88% red (12% amb)

### Headlines:

This graphic illustrates the starting point (June 2019) of CPA pupils in terms of the gulf in performance between pupils deemed to be in “tier 2” and those in “tier 4”. In all cases it is clear that “tier 4” pupils have greater barriers to learning. The impact of this curriculum will be to see these figures improve for all pupils over the first 12 months – especially pupils in “tier 4”.