

Priorities	Action	Secondary National Strategy support
<ul style="list-style-type: none"> Prepare for effective tailored support for low-attaining and underachieving pupils at Key Stage 3 	<ul style="list-style-type: none"> Plan the use of additional funding made available to schools through the Dedicated Schools Grant to support personalisation. Target funding towards the need of low-attaining and underperforming pupils. Consider establishing a school intervention team: from the senior leadership team, an intervention leader; from the English and mathematics departments, lead intervention teachers; from the support staff, one or more teaching assistants (TAs). Use some of the funding to access local training, based on the National Strategy materials (online CPD modules), including the extensive training offered by the local authority. Plan the use of consultancy support to review and refresh your provision for pupils working below national expectations. 	<ul style="list-style-type: none"> Make use of existing Secondary National Strategy materials to support low-attaining and underachieving pupils at Key Stage 3, e.g. <i>How to get more pupils from level 3 to 5 in English: Key messages</i> (DfES 0381-2004), <i>Course handbook</i> (DfES 0264-2004), <i>How to get more pupils from level 3 to 5 in mathematics: Key messages</i> (DfES 0289-2004), <i>Course handbook</i> (DfES 00290-2004), <i>Improving pupils' rates of progress in science</i> (DfES 0500-2004 G). Guidance for school leadership teams, <i>Improving the progress of low attaining and underachieving pupils in English and mathematics</i>, will be disseminated to schools via LA Strategy managers. Local consultants will be ready to support schools in reviewing intervention provision and developing support from October 2006. Online intervention training materials, coupled with local training courses, will be available to all schools from November 2006. <i>Tackling underperformance: a guide for senior leaders</i> (DfES 0758-2004 G), <i>Tracking for success</i> (DfES 1545-2005 FLR-EN).
<ul style="list-style-type: none"> Prepare for effective transition from Key Stage 2 	<ul style="list-style-type: none"> Review the approach to transfer and determine what actions should be taken, such as use of bridging units or other support programmes. Make effective use of teacher exchanges ensuring that liaison includes work covered, observations of lessons and review of 2006 national test papers. Gather Key Stage 2 pupil-level data to inform Key Stage 3 pupil grouping and target setting. Ensure that transition information and data is made available to teachers and support staff. Review attendance patterns and take action as appropriate. 	<ul style="list-style-type: none"> You will find the online self-evaluation toolkit <i>Supporting self-evaluation: Transfer and transition</i> (http://www.supportingselfevaluation.org.uk/) helpful in reviewing your approach to transition and identifying actions to take. <i>Effective transfer between primary and secondary schools</i> (DfES 0116-2004 G). <i>Transfer and transition progression within Key Stage 3</i> (DfES 1257-2005POS-EN), <i>English and mathematics transition units</i> (DfES 0113-2002 and DfES 0118-2002). <i>Behaviour and attendance action plan toolkit: Attendance</i> (DfES 0516-2004 CD).
<ul style="list-style-type: none"> Prepare for effective transition from Key Stage 3 to Key Stage 4 	<ul style="list-style-type: none"> Use information on pupils' progress in Key Stage 3 to plan groupings and for setting Key Stage 4 targets. Focus on bridging plans to make sure that pupils make a flying start in Key Stage 4. 	<ul style="list-style-type: none"> <i>Bridging plans from Key Stage 3 to Key Stage 4: English, mathematics and science</i> (DfES 0086-2004 G) and <i>ICT, Design and technology, Modern foreign languages</i> (DfES 0112-2005 G) link learning across Key Stage 3 and Key Stage 4. Remember that TA pupil-level data for ICT and the foundation subjects must be reported by 11 July and that the Key Stage 3 English national test results will be published in August as last year.
<ul style="list-style-type: none"> Review Year 11 pre-examination provision and preparation for the new Year 11 	<ul style="list-style-type: none"> Analyse Year 11 performance, including revision programmes, and make changes to strengthen approaches for next year. 	<ul style="list-style-type: none"> <i>Seeking alternatives to GCSE study leave: Some case studies</i> (DfES 0986-2004). The <i>GCSE booster pack</i> and the <i>Key Stage 4 learning challenge</i> provide a range of support materials to help prepare Year 11 pupils for GCSE examinations. These can be found by clicking on 'Key Stage 4 materials' on the Strategy website: www.standards.dfes.gov.uk/keystage3/.