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King's Academy
Prospect

KING'S ACADEMY PROSPECT ACADEMY IMPROVEMENT PLAN (AIP) 2022 – 2023

DRAFT v1.0

June 2022

King's Group Academies

Mission: The King's Group Academies' mission is to equip all pupils with the confidence, knowledge, skills and values that will enable them to thrive in the modern world.

Vision: Our vision is to create a global community of pupils and staff; broadening horizons, fostering understanding and raising aspirations by connecting our Academies with other schools across the world.

Values: Strong British traditions of respect, fairness and tolerance, our Academies strive for academic excellence, enriched with opportunities for personal development and success.

To be the top performing MAT nationally in 3 years

- Breaking this down
 - Grow King's Group Academies to 15 schools
 - The performance of all Academies places them in top 10 in their family of schools (ref. DfE Compare Schools)
 - The establishment of ongoing projects with international schools

Whole Academy Outcomes: priorities and goals

- For all students in all phases to make progress which will result in the academies being in the top ten in their family on DfE
- For all students in all phases to make exceptional progress which will result in the academies both being within FFT 20% range
- Rapidly improve learning and progress for students in key specific groups, particularly pupils who are supported by pupil premium in every year group
- Increase the number of students making greater than expected progress in every year group

Whole Academy Outcomes: priorities and goals for each year group

For Year 7 the Wildly Important Goals are:

- All students to have a reading age no less than six months of their chronological age
- All students to make rapid progress to account for any lost education during the pandemic (2020-22)
- All students to have access to a curriculum that is ambitious and well planned and provides them with social and cultural capital, considers their wellbeing and ensures that they are safe.

For Year 8 the Wildly Important Goals are:

- All students to have a reading age no less than six months of their chronological age
- All students to make rapid progress to account for any lost education during the pandemic (2020-22)
- All students to have access to a curriculum that is ambitious and well planned and provides them with social and cultural capital, considers their wellbeing including CIEAG and ensures that they are safe.

For Year 9 the Wildly Important Goals are:

- All students to have a reading age no less than six months of their chronological age
- All students to make rapid progress to account for any lost education during the pandemic (2020-22)
- All students to have access to a curriculum that is ambitious and well planned and provides them with social and cultural capital, considers their wellbeing including CIEAG and ensures that they are safe.
- All students to be able to make informed and appropriate choices about their KS4 options, with at least 80% following an EBacc curriculum

For Year 10 the Wildly Important Goals are:

- All students to have a reading age no less than six months of their chronological age
- All students to make rapid progress to account for any lost education during the pandemic (2020-22)
- All students to have access to a curriculum that is ambitious and well planned and provides them with social and cultural capital, considers their wellbeing including CIEAG and ensures that they are safe.

For Year 11 the Wildly Important Goals are:

- All students to have a reading age no less than six months of their chronological age
- All students to make rapid progress to account for any lost education during the pandemic (2020-22),
- % achieving 5+ in Eng and Maths is above LA and national average and at least 35% **(2023 FFT20 Target – 29.6%, Actual 2022 – 27.1%)**
- % achieving 4+ in Eng and Maths is above LA and national average and at least 65% **(2023 FFT20 Target – 52.5%, Actual 2022 – 48.6%)**
- FFT20 targets are met in all subjects and for all groups
- Progress 8 for all groups are at least >0 and Attainment 8 is above LA and national average and at least 50.0
- All students to have access to a curriculum that is ambitious and well planned and provides them with social and cultural capital, considers their wellbeing and ensures that they are safe.

- All students to be able to make informed and appropriate choices about their post-16 options through the provision of high quality CIEAG, with at least 70% choosing KAP for their studies in Year 12/13

For Year 12 the Wildly Important Goals are:

- All students to be following courses that are appropriate and ambitious and make rapid progress
- All students to have access to a programme of study that includes academic tuition, guided private study, opportunities for school service and personal development, work experience and non-curriculum activities.
- All students to be engaged on a well-being programme that ensures that they are kept safe and well-prepared for adult life, including CIEAG and support in progressing to further and/or higher education.
- At least 85% of Year 12 students progress to either Year 13 or begin Level 3 studies at KAP.

For Year 13 the Wildly Important Goals are:

- All students to be following courses that are appropriate and ambitious and make rapid progress, A level average result is above the national average and at least C+ (**Target 2023 - A*-C - 88.1, Actual 2022 56%**); Applied result is above the national average and at least Merit+ (**Target 2023 -Merit* -90.3%, Actual 2022- Merit*-73.17%**); Sixth Form Progress measures are at least >0
- Students achieve their ALPS+ grade in each subject
- All students to have access to a programme of study that includes academic tuition, guided private study, opportunities for school service and personal development, work experience and non-curriculum activities.
- All students to be engaged on a well-being programme that ensures that they are kept safe and well-prepared for adult life, including CIEAG and support in progressing to further and/or higher education.
- At least 80% of students achieve places at their first choice university or apprenticeship provider.

Driving Priority 1 – Quality of Education

- Ensure the intent, implementation and impact of the curriculum is appropriate and aspirational for all students.
 - **(Ofsted Key Action)** Improving students' outcomes by:
 - ensuring that strategies to improve the learning of disadvantaged pupils and pupils with SEND are used consistently throughout the school and that their impact on students' progress is regularly evaluated
 - increasing the challenge provided for the most able students
 - ensuring that the new curriculum provides the depth and breadth that leaders intend
 - **(Ofsted Key Action)** Improving the quality of teaching so that it is consistently good or better, to enable all groups of students to achieve well
 - **(Ofsted Key Action)** further raise the profile of reading across the school and ensure that the weakest readers make the progress they should.
- To raise the levels of progress and attainment at the end of every Key Stages, so that
 - FFT20 targets are met for % achieving 5+ in Eng and Maths **(2023 FFT20 Target – 29.6%, Actual 2022 – 27.1%)**
 - FFT20 targets are met for % achieving 4+ in Eng and Maths **(2023 FFT20 Target – 52.5%, Actual 2022 – 48.6%)**
 - FFT20 targets are met in all subjects and for all groups
 - Progress 8 for all groups is at least >0 and Attainment 8 FFT20 target is met **(2023 FFT20 Target – 36.48%, Actual 2022 – 36.93%)**
 - All students have a reading age that is no less than 12 months below their chronological age (except students in the Bridge/SEN as appropriate)
 - ALPS+ target is met A*-C. **(Target 2023 - A*-C – 88.1, Actual 2022 56%)**
 - ALPS+ target is met Merit+ **(Target 2023 – Merit+ 90.3% Actual 2022 73.17%)**
 - Students achieve their ALPS+ grade in each subject
 - Sixth Form Progress measures are at least >0
- **(Ofsted Key Action)** Robust use of assessment data to establish where students have missed or have gaps in learning and are supported to quickly address this through recovery curriculum planning

Driving Priority 2 – Behaviour and Attitudes

- **(Ofsted Key Action)** Improving pupils' personal development, behaviour and welfare by:
 - improving the attendance of pupils, particularly those who are disadvantaged, [in line with the guidance in Working together to improve school attendance - GOV.UK \(www.gov.uk\)](#)
 - eliminating low-level disruption in lessons

- o ensuring that leaders and staff respond consistently to students whose behaviour does not meet expectations
- o ensuring that the school values are embedded across the school, through curriculum, lessons and relentless reinforcement of expectations

Driving Priority 3 – Personal Development

- Students are able to demonstrate resilience and fortitude and recover quickly from the impact of COVID-19 so that they are able to
 - o Develop their interests and talents through the provision of a broad extra-curricular offer
 - o Keep physically and mentally healthy through the provision of a comprehensive provision of character and culture education
 - o Have ambitious and aspirational plans for the future, supported by an outstanding careers provision
 - o Prepare for life in modern Britain and make a positive contribution as respectful and active citizens
 - o Keep themselves and their peers safe, especially in relation to sexual violence and sexual harassment

Driving Priority 4 – Leadership and Management

- Ensure excellent leadership at all levels, especially middle leadership support, challenge, accountability, and effectiveness
- Ensure that safeguarding is effective, especially in relation to the guidance contained in [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)
- **(Ofsted Key Action)** Improve the effectiveness of the local governing body (LGB) in holding leaders to account for improving the school
- Ensure that there is a balanced budget, with priorities correctly identified and a focus on increasing the school roll to the 7-11 PAN of 1,200 and a Sixth Form of 200.

Educate:

- Top 10 in our DfE family
- Value added score that is at least positive
- Achieving FFT20
- Attendance and Persistent absence is better than the national average

Expand:

- Working closely with partner schools
- School roll is growing

Evolve:

- CPD offer
- KGA Leadership Conference
- KGA Trust wide INSET Day

- Safeguarding and SEND Lead
- Wellbeing Provision

Influence:

- Regular & frequent communication of vision and progress, involving staff and LGB on the journey
- Contribute to events: Confederation of School Trusts, DfE, Challenge Partners, PiXL, ASCL, Women's Ed, Best Practice Network

Quality of Education

Driving Priority:

Ensure the intent, implementation and impact of the curriculum is appropriate and aspirational for all students.

(Ofsted Key Action) Improving pupils' outcomes (Disadv, SEND, More Able) & To raise the levels of progress and attainment at the end of every Key Stages

(Ofsted Key Action) Improving the quality of teaching so that it is consistently good or better, to enable all groups of pupils to achieve well

(Ofsted Key Action) Use assessment information from across the school to establish where pupils have missed or forgotten learning and plan how to address these gaps

(Ofsted Key Action) Further raise the profile of reading across the school and ensure that the weakest readers make the progress they should.

Objective	Intended Impact	Actions (RAG'd)	Lead Staff	Monitoring and Evaluation	Start Date	Review Date
Ensure the intent, implementation and impact of the curriculum is appropriate and aspirational for all students.	Curriculum progression for each subject demonstrates effective sequencing, impacting on improved pupil outcomes across the whole range of subjects. Recovery curriculum is considered and embedded.	<ol style="list-style-type: none"> 1. Ongoing training for HOF/HODs and classroom teachers to understand new Ofsted EIF. 2. Ensure that all HOF/HODs are able to explain their curriculum design to Governors and other stakeholders 3. Curriculum to be at least as good as NC; HOF/HODs 	GED/SAE			

	<p>Curriculum assessment is rigorous & identifies gaps & next steps in learning.</p> <p>Subject Leaders can evidence standards.</p> <p>Ofsted grade this judgement as Good or better.</p>	<p>to adapt and refine curriculum plans to reflect lost learning for each year group due to Covid-19.</p>				
<p>(Ofsted Key Action) Improving pupils' outcomes (Disadv, SEND, More Able) & to raise the levels of progress and attainment at the end of every Key Stages</p>	<p>FFT20 target % 5+ in Eng & Ma met</p> <p>FFT20 target % 4+ in Eng & Maths met</p> <p>Progress 8 at least >0</p> <p>FFT20 targets met in all subjects</p> <p>FFT20 target for Attainment 8 met</p> <p>A level at least C+</p> <p>Applied at least Merit+</p> <p>Sixth Form Progress measures at least >0</p>	<p>KS3 and KS4</p> <ol style="list-style-type: none"> 1. Further develop HOP role for each year group. Progress meeting each half term, updated RSL tracker after each reporting point. 2. Department RAAP updated after each RP and meeting each half term with HOD/HOF. 3. Fortnightly meetings with Core Subject Leaders (Eng/Ma) re students, interventions and strategies. 4. Development of using Sisra and Alps for data analysis by all middle leaders. 5. Use of 3 pillars of NTP Academic mentors/Tuition Partners / school led tutoring. 6. Focus on key groups, (including PP students) in 	<p>SMC/RGE/JBI/AJS/SAE</p>			

		<p>directed time meetings to discuss underperformance and strategies.</p> <p>7. PP strategy and plan</p> <p>8. HOP/AAH analysis at each data drop of performance and intervention of attainment/RA/SA/PASS.</p> <p>KS5</p> <p>9. Culture of Learning continues to be reinforced – no ‘free periods. Either F2F or independent study.</p> <p>10. Fortnightly review of attendance – c4c identified and challenged to improve. Reviewed at following cycle. Challenge/ support/ Celebrate.</p> <p>11. Routine analysis of RP data – feeds into RAAP process.</p> <p>12. Progress manager in constant dialogue with course leaders – supports completion of work, attitudes to learning etc.</p> <p>13. Parental involvement sought if/when required.</p>				
(Ofsted Key Action) Improving	Relentless routines for great classrooms is established in	1. Revisit Principles of Great Teaching paying particular	GED/SPI			

<p>the quality of teaching so that it is consistently good or better, to enable all groups of students to achieve well</p>	<p>all lessons as a basis for classroom outcomes.</p> <p>Lesson framework adopted by all teachers to ensure that all students receive a consistent framework for lessons.</p> <p>All students receive consistently high quality teaching which enables them to make rapid progress</p> <p>All students acquire and consolidate knowledge, deep understanding and skills exceptionally well</p>	<p>attention to Principles of Great Assessment & Feedback and 4-Quarters Marking</p> <ol style="list-style-type: none"> 2. Building upon the success of MELC, further develop teachers understanding of the educational research and principles on which Teaching Walkthrus are built. 3. Introduce and develop a robust system for the delivery of Teaching Walkthrus at whole school, departmental and individual teacher level. 4. Further develop the use of Blue Sky for PM – all staff to set objective involving full engagement with WalkTHrus process 5. Further develop process of departmental deep dives and ensure that all departments are visited twice a year. 6. Individual support plans put in place for any staff whose teaching is not consistently strong 				
<p>(Ofsted Key Action) Robust use of assessment data</p>	<p>Students are able to make rapid progress because teachers are using</p>	<p>KS3 and 4</p> <ol style="list-style-type: none"> 1. Re-launch school formative assessment 	<p>SMC/SAE</p>			

to establish where students have missed or have gaps in learning and are supported to quickly address this through recovery curriculum planning

purposeful and valuable, reliable and valid forms of feedback and assessment which they use to plan the next stages of learning.

- policy of 4 quarters marking and monitor/evaluate through school systems.
2. Through line management, INSET and progress meetings, ensure a consistent approach to summative assessment across year groups and departments. Assessments are embedded into curriculum plans.
 3. Focused assessment weeks to take place 3 times a year, followed by reporting points and parents' meetings/Academic Review Days.
 4. Improve quality of moderation and quality assurance across departments, including external support.
 5. Internal data prioritised as agenda items in department meetings, line management and leadership meetings and on school calendar.
 6. HOP RSL trackers and department trackers

		<p>updated after each reporting point to highlight areas of concern and address them.</p> <ol style="list-style-type: none">7. Use of 3 pillars of NTP Academic mentors/Tuition Partners / school led tutoring.8. Ensure Academic Mentors and intervention teachers are trained and supported to provide focused intervention on gaps identified through data analysis.9. Provide opportunities and resources through recovery funding for students in all departments, as requested by HODs/HOFs/HOPs <p>KS5</p> <ol style="list-style-type: none">1. ALPs Data Analysis after every RP.2. Target students identified – RAAP initiated – targeted support from department reinforced by KS5 leadership in F7.3. Correlated through drop ins and staff discussions.4. Expectation for all KS5 staff to use PLC (or				
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		equivalent) tracking document – shared with students to highlight gaps in learning and allow for focused planning to reteach.				
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Behaviour and Attitudes

Driving Priority:

Improving pupils' personal development, behaviour and welfare by:

- o improving the attendance of pupils, particularly those who are disadvantaged, [in line with the guidance in Working together to improve school attendance - GOV.UK \(www.gov.uk\)](#)
- o eliminating low-level disruption in lessons
- o ensuring that leaders and staff respond consistently to pupils whose behaviour does not meet expectations
- o ensuring that the school values are embedded across the school, through curriculum, lessons and relentless reinforcement of expectations
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Objective	Intended Impact	Actions (RAG'd)	Lead Staff	Monitoring and Evaluation	Start Date	Review Date
Improving the attendance of students, particularly those who are disadvantaged, in line with the guidance in Working together to improve school attendance - GOV.UK (www.gov.uk)	Attendance is at least 95% for all groups (All, PP, SEND) PA is 13% for all groups	<ol style="list-style-type: none"> 1. Attendance team established (MMY, KTU, ECA + HOPs) 2. Daily calls to key marginals (KTU) 3. Fortnightly attendance meeting with HOPs 4. Celebrating good attendance in staff briefing/year/house assemblies and through reward system 	MMY			

		<ol style="list-style-type: none"> 5. Tutor/HOPs discuss attendance with those below 95% 6. Discussed with parents at ARD 7. Interventions for specific students 8. Attendance targets displayed in every classroom 				
<p>Eliminating low-level disruption in lessons</p> <p>Ensuring that leaders and staff respond consistently to students whose behaviour does not meet expectations</p>	<p>Zero disruption in lessons</p> <ul style="list-style-type: none"> - Number of children in inclusion falls on a half-termly basis <p>By summer 2021 incidents of misbehaviour have reduced by 25% (c.f. 2020).</p> <p>Staff surveys provide evidence of reduction in incidents of rudeness</p> <p>Repeat exclusions and inclusions fall by 25% (c.f. 2020)</p>	<ol style="list-style-type: none"> 1. Behaviour policy embedded throughout school and consistency in application by all staff 2. Behaviour/expectations embedded in Themes of the Week/assemblies 3. SLT/ELT on patrol throughout the day, visiting every lesson including challenging classes/times of the day/staff who struggle/cover 4. Student/staff/parent survey repeated throughout the year 5. SLT/ELT/HOPs on duty every breaktime; high presence all in hi-viz 6. Line-ups before every lesson so no students un-supervised in corridors 	MMY			

		7. Uniform policy enforced rigorously. 8. Regular meetings with parents with emphasis on early intervention				
Ensuring that the school values are embedded across the school, through curriculum, lessons and relentless reinforcement of expectations #ready #respect #resilience #responsibility #relationships	Continuous improving % ratio of positive points to negative across the houses month by month – above 80% positive	1. Values displayed in every classroom and embedded in lessons 2. Review of curriculum intent to ensure that values are embedded 3. All staff understand their role in embedding values. 4. Robust system of rewards and public praise to students who exemplify these values	DJL/MMY			

Personal Development

Driving Priority:

- Students are able to demonstrate resilience and fortitude and recover quickly from the impact of COVID-19 so that they are able to
 - Develop their interests and talents through the provision of a broad extra-curricular offer
 - Keep physically and mentally healthy through the provision of a comprehensive provision of character and culture education
 - Have ambitious and aspirational plans for the future, supported by an outstanding careers provision
 - Prepare for life in modern Britain and make a positive contribution as respectful and active citizens
 - Keep themselves and their peers safe, especially in relation to sexual violence and sexual harassment

Objective	Intended Impact	Actions (RAG'd)	Lead Staff	Monitoring and Evaluation	Start Date	Review Date
Develop their interests and talents through the	Increase uptake in extra-curricular activities in which all children involved in	1. Range of House competitions and activities, linked to the	LMA			

<p>provision of a broad extra-curricular offer</p>	<p>at least one extra-curricular activity. Monitored termly through tutors and HOH and student surveys Students social and cultural capital is developed and enhanced. through a range of House competitions and activities, linked to the Themes of the Week and the half termly door challenge.</p>	<p>Themes of the Week and the half termly door challenge. 2. ClassCharts used to monitor attendance at extracurricular activities 3. Annual student survey 4. House Councils and student voice provision – Anti-Bullying/Learning Consultants/Sports Leaders/LGBT 5. 6th form leadership roles 6. Each faculty or cross-curricular group to plan extra-curricular clubs – 6th form leadership support this and encourage participation</p>				
<p>Keep physically and mentally healthy through the provision of a comprehensive provision of character and culture education</p>	<p>Students make informed choices about how to keep themselves healthy; both physically and mentally, have a secure knowledge of healthy relationships and are confident of how to stay safe</p>	<p>1. Well-being lessons delivered by specialist team to ensure continuity and quality of provision 2. COP for all wellbeing staff for training – use of PSHE Association for training 3. Health and Wellbeing Day for all years 4. Values education embedded across whole curriculum and monitored by Head of wellbeing.</p>	<p>LMA</p>			

		<ol style="list-style-type: none"> 5. FBV visible in classroom, corridors and audited across the curriculum 6. Student mental health mentors and anti-bullying mentors work 1-2-1 with students in planned mentoring sessions 7. MH& W policy in place with procedures for concerns 8. Drop in room with trained staff and student mentors available at break times 9. Work with MHST to provide information and referrals with LMA/JBI 				
<p>Have ambitious and aspirational plans for the future, supported by an outstanding careers provision</p>	<p>Destinations measure 16-19: Students progressing to education or employment was 83%, LA average 86% and England average 81% Target 86%</p> <p>Students progressing to higher education or training – 51%, LA average 71%, England average 62%. Target 62%</p>	<ol style="list-style-type: none"> 1. Independent careers meetings with SGA. 2. Destinations Café 3. Exposure to local international organisations e.g. Virgin Media (apprenticeships) 4. Destinations work completed in Tutor and Wellbeing. 5. Targeted support from MA coordinator for HE destinations. 6. Reading University open day attendance. 7. Careers Fair 	GED/SAE			

		<ol style="list-style-type: none"> 8. Employability skills workshops / wellbeing sessions. 9. Destinations discussed during assemblies and smaller targeted meetings. 10. Intended destinations recorded and shared with BFFC. 				
Prepare for life in modern Britain and make a positive contribution as respectful and active citizens	Students are prepared for life in modern Britain	<ol style="list-style-type: none"> 1. Well-being lessons delivered by specialist team to ensure continuity and quality of provision 2. Health and Wellbeing Day for all years 3. Values education embedded across whole curriculum and monitored by Head of wellbeing. 4. Community projects as part of Wellbeing or house competitions 	LMA			
Keep themselves and their peers safe, especially in relation to sexual violence and sexual harassment	Students demonstrate high levels of respect for others and bullying, misogyny, harassment and violence is never tolerated	<ol style="list-style-type: none"> 1. KCSIE and Safeguarding Policy are updated and shared with all staff 2. All staff have completed identified training modules in Educare 3. All staff understand shared responsibility in promoting a culture of tolerance and ensuring 	MMY			

		<p>that any bullying, misogyny, harrassment and violence is challenged robustly.</p> <p>4. All students understand how they can keep themselves and their peers safe.</p>				
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Leadership and Management

Driving Priority:

Ensure excellent leadership at all levels, especially middle leadership support, challenge, accountability and effectiveness

Develop the effectiveness of Governance, implementing the recommendations from the Governance Review, within the KGA Scheme of Delegation as defined by the Board of Trustees

Objective	Intended Impact	Actions (RAG'd)	Lead Staff	Monitoring and Evaluation	Start Date	Review Date
Ensure all middle leaders are enabled to make significant impact on teaching, learning and progress in their areas of responsibility	<p>Reduced in-school variation due to lower performing teachers improving their practice</p> <p>All students making strong progress in all phases in all subject areas</p>	<ol style="list-style-type: none"> 1. Establish half termly middle leaders meeting as key forum for school improvement, linked to wider ELT meetings 2. All middle leaders are active participants in the DDI/WalkThru process 3. Use line management meetings to review quality of teaching/DDI/WalkThru feedback in each phase/subject area and 	DJL			

		<p>rehearse/plan next steps for improvement</p> <ol style="list-style-type: none"> 4. Support all middle leaders to hold teachers to account and implement specific support/targets to ensure teachers improve the quality of their teaching and consequently students' learning and progress 5. Ensure all MLs have thorough understanding of the new EIF through on-going training, involvement in in-school/KGA deep-dives and feedback 				
<p>Ensure that safeguarding continues to be effective, especially in relation to the guidance contained in Sexual violence and sexual harassment between children in schools and colleges - GOV.UK (www.gov.uk)</p>		<ol style="list-style-type: none"> 1. KCSIE and Safeguarding Policy are updated and shared with all staff 2. All staff have completed identified training modules in Educare 3. All staff understand shared responsibility in promoting a culture of tolerance and ensuring that any bullying, misogyny, harassment and violence is challenged robustly. 	MMY			

		<p>4. All students understand how they can keep themselves and their peers safe.</p> <p>5. New DDSL appointed and full training given</p>				
<p>(Ofsted key action) Improve the effectiveness of the local governing body (LGB) in holding leaders to account.</p>	<p>Local Governing Body are able to effectively hold school leaders to account. Governors have a robust understanding of their role and are well prepared for Ofsted. All vacancies on the LGB are filled The clerk has a sound understanding of the role.</p>		DJL/ALP			
<p>Ensure that there is a balanced budget, with priorities correctly identified and a focus on increasing the school roll to the 7-11 PAN of 1,200 and a Sixth Form of 200.</p>	<p>The school has a balanced budget School roll is growing towards PAN Increased number of families selecting KAP as first choice school for September 2023</p>	<p>1. Comprehensive marketing approach – visiting primary schools, recruitment events for primary schools, open evenings, higher profile in local community.</p> <p>2. Increase number of lettings of facilities around the school</p> <p>3. Forensic analysis of staffing needs to ensure staffing costs target met; size of classes, support staff and recruitment activities considered.</p>	DJL			