

Improvement Priorities for SSIF Round 3

East Midlands South

Leicester

In schools with the greatest evidence of need in Leicester:

- Improve the percentage of pupils achieving a Good Level of Development in the EYFS
- Improve KS2 reading outcomes
- Improve KS4 outcomes with a focus on disadvantaged pupils.

Leicestershire

In schools with the greatest evidence of need in Leicestershire:

- Improve the percentage of pupils achieving at least expected level across all Early Learning Goals
- Improve KS1 outcomes in reading, writing and maths
- Improve KS2 reading progress
- Improve KS4 outcomes with a focus on disadvantaged pupils.

Rutland

In schools with the greatest evidence of need in Rutland:

- Improve outcomes for children eligible for pupil premium, including looked after and service children
- Improve progress, particularly for higher attaining pupils.

Lincolnshire

In schools with the greatest evidence of need in Lincolnshire:

- Improve the percentage of pupils achieving at least expected level across all Early Learning Goals
- Improve attainment of pupils in receipt of SEND support in the primary phase
- Improve KS1 and KS2 reading, writing and maths outcomes with a focus on disadvantaged pupils
- Improve KS4 outcomes with a focus on disadvantaged pupils.

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East Midlands North

Whole Sub-regional priorities

- Improving progress across all key stages in all subjects with a focus on vulnerable groups, disadvantaged pupils, boys and those on SEN support
- Developing inclusive practice and family engagement to support the outcomes, behaviour and wellbeing of disadvantaged and other vulnerable pupils, including children in care
- Improving communication, language and literacy development in the early years with a focus on disadvantaged pupils
- Improving transition across all phases, particularly for disadvantaged pupils

Derby

- Improving KS4 outcomes with a focus on the progress of underachieving pupils, disadvantaged pupils and other vulnerable groups.
- Improving pupil outcomes by developing leadership capacity with a focus on middle leadership and governance.
- Improving the inclusion and achievement of pupils new to the English education system
- Improving outcomes for high and low prior attainment pupils from disadvantaged backgrounds in the primary phase

Derbyshire

- Improving outcomes in small and rural schools through developing leadership capacity
- Improving attainment in reading in the early years and phonics outcomes in Year 1 with a focus on vulnerable groups, disadvantaged pupils and those on SEN support
- Improving outcomes for higher attainers in school sixth forms

Nottingham

- Improving outcomes for pupils excluded or at risk of exclusion, including a focus on pupils with SEND
- Improving numeracy outcomes at all key stages, particularly through the development of sustainable leadership and teaching capacity
- Improving the transition of pupils to and from secondary schools to reduce the attainment dip, particularly for disadvantaged pupils
- Improving outcomes in the secondary phase particularly for disadvantaged pupils

Nottinghamshire

- Improving outcomes for disadvantaged white boys in targeted underperforming towns
- Improving outcomes for learners with SEND with a focus on building resilience of both staff and pupils
- Improving outcomes in small and rural schools through developing leadership capacity
- Improving outcomes in secondary schools including school sixth forms

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South Yorkshire

Whole Sub-regional priorities

- Improving literacy outcomes throughout early years and the primary phase particularly for disadvantaged pupils
- Improving numeracy outcomes in the primary phase particularly for schools in the Doncaster Opportunity Area
- Building the capacity and quality of secondary schools in order to improve attainment and progress by the end of KS4
- Improving outcomes for targeted pupil groups through inclusive practice and curriculum that improve behaviour and reduce persistent absence and exclusion rates
- Improving outcomes for pupils eligible for pupil premium and those with SEND
- Improving the achievement of white disadvantaged pupils.

Improvement Priorities for SSIF Round 3 York, North Lincs and Humber

Whole Sub-regional priorities

- Closing the most significant gaps in outcomes between specific pupil groups and the rest, in schools in the sub-region where there is evidence of the greatest need, particularly:
 - literacy and numeracy outcomes for disadvantaged pupils across all key stages
 - outcomes for boys at KS4
 - outcomes for SEN support pupils
- Improving KS2 reading progress in schools in the sub-region where there is evidence of the greatest need