

## **Disadvantaged Students Policy/Strategy 2016-17**

All members of teaching staff, associate staff and Governors accept responsibility for 'socially disadvantaged' students and are committed to meeting their pastoral, social and academic needs within the school environment.

The school is committed to 'Closing the Gap' for vulnerable students and the pupil premium will form a vital part of that process.

Provision will be made through:

- \_ Facilitating students' access to education
- \_ Facilitating students' access to the curriculum
- \_ Alternative support and intervention within the School environment
- \_ Facilitating student access to enrichment activities to support learning and close any cultural gaps.

The school monitors the progress of all Pupil Premium Students closely throughout Y7-13. The school mission is to ensure that Premium students are offered the opportunity to ensure that they can make the same progress or better as non-Premium students regardless of their background or home life. This includes a marking policy that Pupil Premium books will be marked first and that teachers will ensure that their progress is monitored closely in each and every lesson.

The school takes the progress of Disadvantaged Students very seriously. As a result as a group the progress of these students is always discussed at Senior Leader and Curriculum Leaders Meetings. A member of the Senior Leadership Team is responsible for overseeing their progress as is the Disadvantaged Student Co-ordinator. There is also a governor who holds the school to account.

### **Roadmap for Disadvantaged Students – What the student will experience during their school experience**

By the end of Y7 all PP students will have experienced:

- Regular meetings with PP co-ordinator-Pupil Premium Passport will be used and will work in conjunction with Learning Support if necessary.
- Stretching targets to achieve success (taking into account students KS2 Levels may be depressed due to background).
- A reading age test (with support to improve if necessary).
- Teachers focused on their progress putting in place intervention to assist them.
- An opportunity for one to one help at the Home Learning Centre.
- Leadership opportunities – i.e. the opportunity to become Form/Sports Captain.
- A visit to the Cathedral.
- The opportunity to go to France (Y7 school trip).
- The opportunity to attend a subject specific club.
- The opportunity to take part in a sports team.
- Access to MS Office to download and use at home.
- Careers education lessons to raise aspirations.

By the end of Y7 some PP students will have experienced (where required):

- Being identified as most able and stretched to exceed targets.
- The opportunity to play a musical instrument.
- School equipment (where they cannot afford to pay for it).
- Being bought their first passport (if necessary).

By the end of Year 8 in addition to Year 7 experience:

- A week residential to the South of France.

By the end of Year 9 in addition to Year 7 & 8 experience:

- A residential trip to Belgium visiting First World War battle sites.
- A careers interview to assist them with choosing their GCSE options.

Year 10 and 11 students will experience:

- Regular meetings with PP co-ordinator. Individual needs assessed in conjunction with Learning Support (where necessary).
- An updated reading age test.
- Revision materials purchased by the school (with additional resources if necessary).
- A series of careers interview (and relevant work experience).
- Opportunity to attend residential field visits (for chosen options-funded by the school).
- Leadership opportunities – for example becoming a school prefect.
- An opportunity to take part in work experience (if necessary).
- An opportunity to visit museums, art galleries and/or the theatre.
- University Open Days to find out about University life.
- An opportunity to join the school's sixth form into further education.
- Opportunity to attend Stretch and Challenge activities (i.e. Youth Parliament).
- Target Setting Meeting & Review with Senior Leadership Team.
- Opportunity to take part in Duke of Edinburgh Scheme (with additional funding for kit where appropriate).

The progress of 6<sup>th</sup> Form students who were previously eligible for pupil premium is also closely monitored to ensure that these students are given the opportunity to achieve academically and socially at least at the same pace of non-Premium students.

### Pupil Premium Funding

The school's pupil premium funding for the financial year 2016-17 was £154,100. This was budgeted as follows:

Action Taken	Costing
Key Stage 3 Educational support (this includes pupils receiving direct support in class from Learning Support Assistants, withdrawal from lessons to access TUTE or KS3 literacy and numeracy support)	Approx. £25,000
Key Stage 3 Literacy co-ordinator to improve the reading of KS3 pupils.	£15,000
Key Stage 4 Educational support (this includes pupil who have been withdrawn from mainstream curriculum to complete extra literacy or numeracy and also involves funding of courses off site)	£16,000
Reading Age Testing and further action taken to improve literacy	£5,000
Home Learning Centre LSA support	£8,000
Pupil Premium Funding for Counselling	£5,000
Internet Safety Lesson and presentation for all Pupil Premium Students	£5,000
Key Stage 4 Student Mentoring (All Pupil Premium Students allocated a staff mentor and seen regularly to help support learning)	Approx £20,000 including staff time/cover etc.
Extra intervention sessions for Pupil Premium Students who are behind in English and Maths	£8,000
Financial Support for Pupil Premium Students (includes payment for school trips, equipment, bus pass etc).	£8,500

% of salary of Attendance Officer due to focus on improving school attendance for Pupil Premium students/follow up actions.	£4,000
Careers Advice given to all Pupil Premium Students in years 9,10 & 11	£5,000
Key Stage 4 revision resources (equipment, revision materials etc.)	£2,000
% of salary of Pupil Premium Co-ordinator and DHT in charge of PP (for specific interventions with students)	£9,500
Cost of support for Looked After Children and Pupil Premium as English as an Additional Language	£8,200
Microsoft Office for free download for all Pupil Premium Students	£6,000
Other – (investment in CPD, Resources further need, funding of tracking programmes to monitor the progress of disadvantaged students)	£4,000

The funding for 2018-19 is £170,474.

### **Impact of the use of Pupil Premium Funding on results 2016-17**

The Pupil Premium is designed to ensure that the gap is narrowed between the most and least disadvantaged students in our communities. The data below, taken from our analysis of our 2015 results reflects the results gained by our Free School Meals students.

Size of Y11 Cohort 150  
# of disadvantaged students 29

	<b>All</b>	<b>Disadvantaged Students</b>
<b>Progress 8 Score</b>	-0.4	-0.6
<b>Attainment 8 score</b>	38.33	29.70
<b>% achieving grade 5 or above in English &amp; Maths</b>	19%	7%
<b>% achieving grade 4 or above in English &amp; Maths</b>	45%	31%
<b>% achieving the English Baccalaureate at 5/C or above</b>	7%	3%

As part of the school's review of PP spending the school has evaluated the impact of spending and makes the following recommendations:

<b>Evaluation of 2016-17 spending</b>	<b>Recommendations for 2017-18</b>
Individual meetings took too long and had little impact of student performance.	New timetable to ensure that students in Y7-11 are seen more often.
Too much emphasis on Y11	More emphasis to be placed on KS3 (especially Y7 transition).
Focus on pastoral support is effective but had little impact on academic achievement.	More focus on meta-cognitive skills with Learning/Revision techniques a focus for 2016-17.
Having Office programme is useful but not enough students are making the most of it.	Promotion of it being available to download increased both in school and to parents.
Student monitoring was too focused on A*-C and not Progress 8.	All tracking and evaluation is around progress with students targeted in specific lessons to make expected progress.
Reading tests highlighted issues but did not bring about required intervention.	PP co-ordinator an English specialist to boost Literacy amongst PP students. Also Silent Reading has been added to the curriculum to improve reading for leisure with investment in engaging literature for PP students.

## **The Pupil Premium Strategy**

1. Visit students frequently throughout lessons. Seat them somewhere which allows this and supports their individual needs.
2. Target students with frequent, specific questions during lessons to engage and promote higher order thinking.
3. Maintain a positive and supportive environment in the classroom; incorporate peer support when possible.
4. Highlight students' names on the register (this can be done on SIMS) and on seating plans.
5. Prioritise the fortnightly marking of books, in accordance with the school marking policy. Use this to pose personal, differentiated questions to extend thinking. Ensure literacy is also addressed.
6. Offer students priority for appointment times at Parents' Evenings. Contact home throughout the year with positive and negative messages.
7. Ensure that school trips are accessible and equipment is available. Request support with funding if needed.
8. Encourage participation at revision sessions. Contact home to inform parents/ carers of opportunities available.
9. Provide printed resources for revision/ home learning as needed.
10. Offer a quiet space for students to complete revision/ home learning during unstructured time.

Date of Review: 4<sup>th</sup> September 2018