

## Disadvantaged Students Action Plan 2018-2019



**Key Issue:** Gap in attainment and progress between disadvantaged and non-disadvantaged at Key Stage 4

**Key Objective:** Raise attainment and improve progress of disadvantaged students in Years 10 and 11

**Key Impact measure:** Progress 8 measure improves by 0.3 for PP students and attainment gap reduces by at least 5% for 5 standard passes including English and maths

Objective	Actions	Monitoring	Impact Measure	Budget	Timescale
Maintain the high profile of disadvantaged students as a key focus group (Ambition 2 AIP)	<ul style="list-style-type: none"> <li>- Staff produce narrative on all disadvantaged students they teach and keep centrally on <i>Student Group Data</i> sheets</li> <li>- At each progress review, diagnostic narrative is provided for disadvantaged students at risk of underperforming</li> <li>- Photo seating plans identify disadvantaged students clearly</li> <li>- Faculty Fridays are used to discuss the progress of disadvantaged students with any support needed.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff able to identify disadvantaged students and have narrative</li> <li>- PARs updated</li> <li>- Lesson observations</li> <li>- Learning walks</li> <li>- Meeting minutes</li> <li>- Student group data updated regularly, and kept centrally for staff to access</li> </ul>	<ul style="list-style-type: none"> <li>- Staff know profile of groups well</li> <li>- Barriers to learning identified and strategies in place to reduce them.</li> </ul>	Targeted assemblies and progress evening £150	Sept18 – July 19
Reduce the barriers to learning by targeting high quality class provision with disadvantaged students (Ambition 2 AIP)	<ul style="list-style-type: none"> <li>- Behaviour barriers and progress of disadvantaged and SEN disadvantaged students are investigated and followed up</li> <li>- Strong and effective practice with disadvantaged students and SEN disadvantaged students is in place across all curriculum areas</li> <li>- Staff differentiate by task and through questioning across a sequence of lessons</li> <li>- Students access all the resources they need for GCSE</li> <li>- 2018-19 NPQSL project is launched on increasing formalised joint practice development in CPD with a focus on disadvantaged students</li> </ul>	<ul style="list-style-type: none"> <li>- Demerits and merits logged and tracked on PARS</li> <li>- Differentiation visible in learning walks and lesson observations</li> <li>- Staff PIPs are reviewed with line managers</li> <li>- Faculty TIPs are reviewed with SLT line managers</li> <li>- NPQSL project monitored through SLT coach</li> </ul>	<ul style="list-style-type: none"> <li>- Barriers addressed and the progress of identified disadvantaged students improves</li> <li>- Increased differentiation and consistent, effective teaching and learning evidenced in learning walks and observations</li> </ul>	Maths teaching assistant £8300 English teaching assistant £6300 Books/equipment packs/photocopying £5000 Support for food technology £600 Rewards £150	Sept18 – July 19
Close the word gap with disadvantaged students (Ambition 1 AIP)	<ul style="list-style-type: none"> <li>- All disadvantaged students complete NGRT or ACU-Read tests for reading age recognition</li> </ul>	<ul style="list-style-type: none"> <li>- All Reading ages accessed on PARs. In year admissions tested on entry to academy</li> </ul>	<ul style="list-style-type: none"> <li>- Improved NGRT scores at end of year for all disadvantaged students</li> </ul>	Accelerated Reader £255 Exam Reader Pens £300	Sept18 – July 19

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	<ul style="list-style-type: none"> <li>- Using a variety of strategies, subject teachers teach disadvantaged students to 'crack the academic code'</li> <li>- Tutors help disadvantaged students to develop a richer vocabulary in VT time</li> <li>- Articles on Accelerated Reader are used with targeted disadvantaged year 9-11 students to support GCSE English Language</li> <li>- Catch Up literacy programme used with targeted year 7 students</li> <li>- Exam Reader pens are trialled with targeted disadvantaged year 11 students in the Mock exams</li> </ul>	<ul style="list-style-type: none"> <li>- Reading ages inform lesson planning for disadvantaged students and can be evidenced in differentiation</li> <li>- Teachers promote 'word consciousness' in lessons</li> <li>- Progress with Accelerated Reader and Catch Up literacy is shared and actioned with subject teachers.</li> <li>- Student voice and mock results are used to measure impact of exam reader pens</li> </ul>	<ul style="list-style-type: none"> <li>- GCSE mock / final grades in English language show improved progress for disadvantaged students</li> </ul>	NGRT tests £314	
Using effective data analysis, identify and support successfully underachieving disadvantaged students at KS4 (Ambition 2 AIP)	<ul style="list-style-type: none"> <li>- Subject progress indicators are monitored in year 11 for all subjects and review at data points in SLT line management</li> <li>- Student subject progress indicators are used to identify underachievement within teaching groups and then actioned in class with additional support.</li> <li>- Year 10-11 underachieving disadvantaged and SEN disadvantaged boys are identified and targeted with additional support</li> <li>- Year 7-9 underachieving disadvantaged, including SEN disadvantaged students are identified in core subjects to target with additional support</li> </ul>	<ul style="list-style-type: none"> <li>- Progress Reviews are used to investigate subject progress indicators</li> <li>- Line management and faculty meetings are used to discuss strategies to use to address underachievement.</li> <li>- Meetings with parents and their children provide support</li> <li>- Additional guidance for parents and students is delivered through year 11 Boys Progress Evening and year 11 Girls Progress Evening</li> </ul>	<ul style="list-style-type: none"> <li>- Improved progress of disadvantaged students at KS4</li> <li>- Improved P8 measure above -0.5</li> </ul>	GL assessments £ 314 Targeted assemblies and progress evening £150 SLT time to meet parents £1500	Sept18 – July 19
Use effective data analysis improve identified disadvantaged students	<ul style="list-style-type: none"> <li>- Teachers sanction all disadvantaged students arriving late to lessons</li> <li>- Attendance officer and assistant principal meets with disadvantaged students who are persistently late or whose absence is less than 95% and make home visits where necessary</li> </ul>	<ul style="list-style-type: none"> <li>- Weekly inclusion meetings</li> <li>- Teachers consistently logging and sanctioning lateness on registers</li> <li>- Attendance officer contacts parents of students who are</li> </ul>	<ul style="list-style-type: none"> <li>- Number of disadvantaged students late in line with non-disadvantaged and</li> </ul>	Attendance officer £3200 Student counsellor £9547	Sept18 – July 19

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attendance and punctuality (Ambition 2-3)	<ul style="list-style-type: none"> <li>- All tutors have VT folders that monitor attendance and punctuality, uniform and reports</li> </ul>	<p>persistently late or attendance below 95%.</p> <ul style="list-style-type: none"> <li>- Tutors tracking and sanctioning persistent lateness</li> <li>- Persistent lateness and poor attendance addressed by attendance officer</li> </ul>	<p>below national averages</p> <ul style="list-style-type: none"> <li>- Overall percentage attendance for disadvantaged students improves by 5% and is above national averages</li> </ul>		
Improve the quality of CAEIG for disadvantaged students, enabling them to have clear goals for post 16 (Ambition 4 AIP)	<ul style="list-style-type: none"> <li>- Hold Interview skills day for year 10 ensuring disadvantaged students have additional support with CV writing</li> <li>- Support students with finding year 10 work placements</li> <li>- Give disadvantaged students early careers interviews so signposting is early in the year</li> <li>- Collect information on year 11 destinations at post 16 to identify risk of NEET</li> <li>- Have parent and student meetings to discuss realistic and aspirational options post 16</li> <li>- Prepare year 11 PP students thoroughly for annual careers fair so they get the most out of it</li> </ul>	<ul style="list-style-type: none"> <li>- Log and track level of parental and student engagement, following up absences and missed meetings with further phone calls</li> </ul>	<ul style="list-style-type: none"> <li>- No NEET</li> <li>- Destination figures</li> </ul>	Careers officer £4228	Sept18 – Apr19
Ensure the curriculum is designed to meet the needs of disadvantaged students. (Ambition 3 AIP)	<ul style="list-style-type: none"> <li>- Appoint an additional maths teacher so that group sizes can support better progress of disadvantaged students in all key stages</li> <li>- Appoint an experienced English teacher who significantly improve the progress of KS4 disadvantaged students</li> <li>- Bespoke curriculum options at KS4 are given to identified year 9 disadvantaged and SEN disadvantaged students, including new BTEC qualifications</li> <li>- Adjusted curriculum options at KS4 are given to identified year 9 disadvantaged and SEN disadvantaged students to facilitate use of the</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum design 2018-19 reviewed</li> <li>- Disadvantaged students are interviewed during the options process by HOH and SLT</li> </ul>	<ul style="list-style-type: none"> <li>- Access to appropriate Open Bucket subjects supports improved P8 measure for lower ability disadvantaged students (BTEC)</li> <li>- Higher ability disadvantaged students access appropriate EBacc subjects</li> </ul>	<p>New maths teacher £24500</p> <p>New English teacher £15000</p> <p>Alternative provision transport £250</p> <p>Inclusion team – personalised curriculum pathways £35000</p> <p>Learning zone manager £5700</p>	Sept18 – Feb 19

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	<p>learning zone to support improved progress in core subjects and fewer option choices</p> <ul style="list-style-type: none"> <li>- Appropriate alternative provision courses are offered to disadvantaged students at risk of permanent exclusion</li> </ul>	<ul style="list-style-type: none"> <li>- Alternative provision providers and attendees contacted regularly</li> </ul>			
<p>Provide CPD and training for all staff on focussing effectively on meeting the needs of disadvantaged students (Ambition 1-3)</p>	<ul style="list-style-type: none"> <li>- Heads of faculty to use collaborative meeting time to deliver CPD focussed on meeting the needs of disadvantaged students</li> <li>- The induction programme to deliver CPD to new staff, including NQTs and RQTs that meets the needs of disadvantaged students</li> <li>- A 2018-19 NPQSL project is launched on increasing formalised joint practice development in CPD with a focus on disadvantaged students</li> </ul>	<ul style="list-style-type: none"> <li>- CPD records, PIPs and TIPS will evidence training</li> <li>- Induction programme session on teaching and learning</li> <li>- NPQSL project monitored through SLT coach</li> </ul>	<ul style="list-style-type: none"> <li>- Improved progress of disadvantaged students at KS4</li> <li>- Improved P8 measure above -0.5</li> </ul>	<p>In house Photocopying £100 TNG</p>	<p>Feb 2019</p>
<p>Reduce number of fixed term exclusions and repeat fixed term exclusions for disadvantaged students (Ambition 2-3)</p>	<ul style="list-style-type: none"> <li>- Reduce FTE through supportive interventions and alternative provision (NISI and Channelling Positivity)</li> <li>- Operate a new internal isolation room</li> </ul>	<ul style="list-style-type: none"> <li>- Logged and tracked on PARS</li> <li>- Weekly Inclusion meeting flag up concerns</li> </ul>	<ul style="list-style-type: none"> <li>- FTE is less than 4% and below NA</li> </ul>	<p>Attitudinal surveys £180 Extended services coordinator £5700</p>	<p>Sept18 – July 19</p>
<p>Improve the engagement of the parents of disadvantaged students (Ambition 2-3)</p>	<ul style="list-style-type: none"> <li>- All parents of disadvantaged year 11 boys are contacted as part of a new strategy targeting underachieving boys</li> <li>- All parents of disadvantaged year 11 students are invited to attend the year 11 Boys and year 11 Girls Progress evenings</li> </ul>	<ul style="list-style-type: none"> <li>- SLT meetings with parents and their children provide support.</li> <li>- Additional guidance for parents and students is delivered through year 11 Boys Progress and year 11 Girls Progress evening</li> </ul>	<ul style="list-style-type: none"> <li>- All parents of disadvantaged students attend progress evenings and meetings with SLT</li> <li>- All parents of disadvantaged</li> </ul>	<p>SLT time to meet parents £1500 Uniform support £1000</p>	<p>Sept18 – July 19</p>

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	<ul style="list-style-type: none"> <li>- Parents of disadvantaged students are met with each term and a student passport completed and updated for teacher to use</li> <li>- Transition lead meets with all parents of year 6 disadvantaged students</li> </ul>	<ul style="list-style-type: none"> <li>- Meetings occur and are minuted</li> <li>- Student passports kept centrally and accessed through PARs</li> </ul>	<p>students attend meetings.</p> <ul style="list-style-type: none"> <li>- All year 6 parents of disadvantaged students meet with transition lead before July 2019</li> </ul>		
<p>1-1 support for targeted students (Ambition 2-3)</p>	<ul style="list-style-type: none"> <li>- Support is provided for targeted underachieving disadvantaged year 11 students in maths lessons</li> <li>- Targeted year 11 disadvantaged students enrol in a mentor programme</li> <li>- LAC children receive 1-1 TA support in lessons</li> <li>- Learning Zone support is given to disadvantaged students on adjusted curriculum pathways.</li> <li>- A post 16 peer mentor programme is set up for targeted Year 10 girls</li> </ul>	<ul style="list-style-type: none"> <li>- Assessments and homework grades</li> <li>- Student voice and mentor feedback</li> <li>- TA used effectively by teacher</li> <li>- Students use time in learning zone constructively and work well with coordinator</li> <li>- Behaviour and level of engagement of girls improves</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in maths improves for targeted disadvantaged students</li> <li>- Improved progress of disadvantaged students at KS4</li> <li>- Improved P8 measure above -0.5</li> <li>- PARs evidence</li> </ul>	<p>Lead practitioner £1700 TA support for LAC £3000 Mentor programme £200</p>	<p>Sept18 – July 19</p>
<p>Reduce barriers to accessing enrichment and after school clubs, including revision and catch up sessions</p>	<ul style="list-style-type: none"> <li>- Disadvantaged students are encouraged by their teachers to engage with enrichment, with contact made with parents, if necessary, over financial support available.</li> <li>- The participation of disadvantaged students is tracked on school trips, events, catch up and revision sessions.</li> <li>- Teachers contact parents to encourage attendance at revision lessons</li> <li>- After school homework club is run by TAs with a focus on the attendance of SEN disadvantaged KS3 students</li> </ul>	<ul style="list-style-type: none"> <li>- Tracking spreadsheet reviewed regularly with disadvantaged student participation monitored closely</li> <li>- Registers taken at revision lessons and non- attendance of disadvantaged students followed up</li> </ul>	<ul style="list-style-type: none"> <li>- All disadvantaged students involved in at least one extracurricular trip per year</li> <li>- All year 11 disadvantaged students attend revision lessons</li> </ul>	<p>Homework Club staffing £1000 Breakfast club £6400 Support with curriculum trips and events Financial support with trips, events and visits £1750 Admin support £250</p>	<p>Sept18 – July 19</p>

