

Disadvantaged Students Action Plan 2018-2019 – INCLUDING IMPACT REVIEW



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

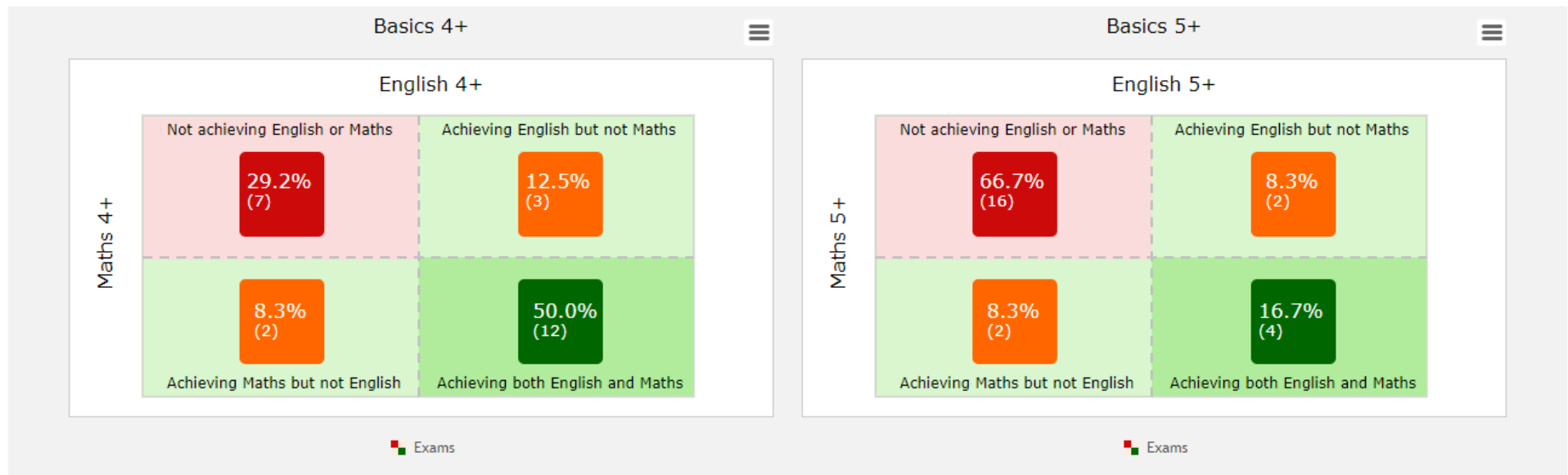
Key Impact measure: Progress 8 measure improves by 0.3 for PP students and attainment gap less than 20% for 5 standard passes including English and maths

Outcomes in 2019 – Impact of Disadvantaged Students Action Plan 2018/19

Please note that all data is provisional and subject to validation by the DfE.

- Half of Pupil Premium students achieved a Standard pass in English and maths.

Basics



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Out of the twenty four students classified as 'Pupil Premium', the following progress gains were made:

- Pupils achieving a Positive Overall Progress 8 score = 5
- Pupils achieving a Positive Progress 8 score in ALL 4 baskets = 1
- Pupils achieving a Positive Progress 8 score in English = 5
- Pupils achieving a Positive Progress 8 score in Maths = 7
- Pupils achieving a Positive Progress 8 score in EBacc = 6
- Pupils achieving a Positive Progress 8 score in Open = 6

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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"> - Staff produce narrative on all disadvantaged students they teach and keep centrally on <i>Student Group Data</i> sheets - At each progress review, diagnostic narrative is provided for disadvantaged students at risk of underperforming - Photo seating plans identify disadvantaged students clearly - Faculty Fridays are used to discuss the progress of disadvantaged students with any support needed. 	<ul style="list-style-type: none"> - Staff able to identify disadvantaged students and have narrative - PARs updated - Lesson observations - Learning walks - Meeting minutes - Student group data updated regularly, and kept centrally for staff to access 	<ul style="list-style-type: none"> - Staff know profile of groups well - Barriers to learning identified and strategies in place to reduce them. 	Targeted assemblies and progress evening £150	Sept18 – July 19
<p>Impact assessment: Use of seating plans embedded with annotations to enable staff to support PP students as required. Separate narrative provided by teachers and faculties at each data review point in response to projected attainment and progress figures. Use of Faculty Fridays enable key areas to be discussed across teaching staff on regular basis. Key group discussed and tracked at half-termly CSI meetings with Multi Academy Trust.</p>					
Reduce the barriers to learning by targeting high quality class provision with disadvantaged students (Ambition 2 AIP)	<ul style="list-style-type: none"> - Behaviour barriers and progress of disadvantaged and SEN disadvantaged students are investigated and followed up - Strong and effective practice with disadvantaged students and SEN disadvantaged students is in place across all curriculum areas - Staff differentiate by task and through questioning across a sequence of lessons - Students access all the resources they need for GCSE - 2018-19 NPQSL project is launched on increasing formalised joint practice development in CPD with a focus on disadvantaged students 	<ul style="list-style-type: none"> - Demerits and merits logged and tracked on PARS - Differentiation visible in learning walks and lesson observations - Staff PIPs are reviewed with line managers - Faculty TIPs are reviewed with SLT line managers - NPQSL project monitored through SLT coach 	<ul style="list-style-type: none"> - Barriers addressed and the progress of identified disadvantaged students improves - Increased differentiation and consistent, effective teaching and learning evidenced in learning walks and observations 	Maths teaching assistant £8300 English teaching assistant £6300 Books/equipment packs/photocopying £5000 Support for food technology £600 Rewards £150	Sept18 – July 19

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Impact assessment: Interventions in mathematics and English have enabled barriers to learning to be reduced or removed. Learning walks, lesson observations and work scrutiny focus on PP students enabled appropriate interventions to take place. NPQSL project demonstrated progress gains for a group of Year 10 students (Year 11 2019-20) of half a grade over and above what was projected without intervention.

<p>Close the word gap with disadvantaged students (Ambition 1 AIP)</p>	<ul style="list-style-type: none"> - All disadvantaged students complete NGRT or ACU-Read tests for reading age recognition - Using a variety of strategies, subject teachers teach disadvantaged students to 'crack the academic code' - Tutors help disadvantaged students to develop a richer vocabulary in VT time - Articles on Accelerated Reader are used with targeted disadvantaged year 9-11 students to support GCSE English Language - Catch Up literacy programme used with targeted year 7 students - Exam Reader pens are trialled with targeted disadvantaged year 11 students in the Mock exams 	<ul style="list-style-type: none"> - All Reading ages accessed on PARs. In year admissions tested on entry to academy - Reading ages inform lesson planning for disadvantaged students and can be evidenced in differentiation - Teachers promote 'word consciousness' in lessons - Progress with Accelerated Reader and Catch Up literacy is shared and actioned with subject teachers. - Student voice and mock results are used to measure impact of exam reader pens 	<ul style="list-style-type: none"> - Improved NGRT scores at end of year for all disadvantaged students - GCSE mock / final grades in English language show improved progress for disadvantaged students 	<p>Accelerated Reader £255 Exam Reader Pens £300 NGRT tests £314</p>	<p>Sept18 – July 19</p>
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Impact assessment: Gains in reading ages recorded and shows a demonstrable improvement over a six month period. Staff have access to reading ages for all classes. Exam Reader pens now used as 'normal way of working' for some students and considered as part of examination Access Arrangements.

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<p>Using effective data analysis, identify and support successfully underachieving disadvantaged students at KS4 (Ambition 2 AIP)</p>	<ul style="list-style-type: none"> - Subject progress indicators are monitored in year 11 for all subjects and review at data points in SLT line management - Student subject progress indicators are used to identify underachievement within teaching groups and then actioned in class with additional support. - Year 10-11 underachieving disadvantaged and SEN disadvantaged boys are identified and targeted with additional support - Year 7-9 underachieving disadvantaged, including SEN disadvantaged students are identified in core subjects to target with additional support 	<ul style="list-style-type: none"> - Progress Reviews are used to investigate subject progress indicators - Line management and faculty meetings are used to discuss strategies to use to address underachievement. - Meetings with parents and their children provide support - Additional guidance for parents and students is delivered through year 11 Boys Progress Evening and year 11 Girls Progress Evening 	<ul style="list-style-type: none"> - Improved progress of disadvantaged students at KS4 - Improved P8 measure above -0.5 	<p>GL assessments £ 314 Targeted assemblies and progress evening £150 SLT time to meet parents £1500</p>	<p>Sept18 – July 19</p>
<p>Impact assessment: Progress figure lower than desired for PP Progress (-0.85) but very close to predicted value of -0.74 in June 2019. Progress evenings were well-received but impact difficult to assess at student level when compared to estimates of how students would have achieved if they hadn't attended the event. Use of data, especially SISRA website becoming embedded across teaching staff and focus on progress and FFT 20 attainment at student and subject level will be focus of new Quality Assurance system.</p>					
<p>Use effective data analysis improve identified disadvantaged students attendance and punctuality (Ambition 2-3)</p>	<ul style="list-style-type: none"> - Teachers sanction all disadvantaged students arriving late to lessons - 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 - All tutors have VT folders that monitor attendance and punctuality, uniform and reports 	<ul style="list-style-type: none"> - Weekly inclusion meetings - Teachers consistently logging and sanctioning lateness on registers - Attendance officer contacts parents of students who are persistently late or attendance below 95%. - Tutors tracking and sanctioning persistent lateness - Persistent lateness and poor attendance addressed by attendance officer 	<ul style="list-style-type: none"> - Number of disadvantaged students late in line with non-disadvantaged and below national averages - Overall percentage attendance for disadvantaged students improves by 5% and is above national averages 	<p>Attendance officer £3200 Student counsellor £9547</p>	<p>Sept18 – July 19</p>

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<p>Impact assessment: Attendance tracking shows that attendance for PP students in 2018-19 was in line with National Averages. Punctuality to lessons closely monitored and appropriate interventions made by Attendance Officer and tutor.</p>					
<p>Improve the quality of CAEIG for disadvantaged students, enabling them to have clear goals for post 16 (Ambition 4 AIP)</p>	<ul style="list-style-type: none"> - Hold Interview skills day for year 10 ensuring disadvantaged students have additional support with CV writing - Support students with finding year 10 work placements - Give disadvantaged students early careers interviews so signposting is early in the year - Collect information on year 11 destinations at post 16 to identify risk of NEET - Have parent and student meetings to discuss realistic and aspirational options post 16 - Prepare year 11 PP students thoroughly for annual careers fair so they get the most out of it 	<ul style="list-style-type: none"> - Log and track level of parental and student engagement, following up absences and missed meetings with further phone calls 	<ul style="list-style-type: none"> - No NEET - Destination figures 	<p>Careers officer £4228</p>	<p>Sept18 – Apr19</p>
<p>Impact assessment: All but one PP student secured a destination (see Destinations 2019 document). Student being supported in securing apprenticeship – CEIAG interview has taken place in September to support student with applications.</p>					
<p>Ensure the curriculum is designed to meet the needs of disadvantaged students. (Ambition 3 AIP)</p>	<ul style="list-style-type: none"> - Appoint an additional maths teacher so that group sizes can support better progress of disadvantaged students in all key stages - Appoint an experienced English teacher who significantly improve the progress of KS4 disadvantaged students - Bespoke curriculum options at KS4 are given to identified year 9 disadvantaged and SEN disadvantaged students, including new BTEC qualifications - Adjusted curriculum options at KS4 are given to identified year 9 disadvantaged and SEN disadvantaged students to facilitate use of the 	<ul style="list-style-type: none"> - Curriculum design 2018-19 reviewed - Disadvantaged students are interviewed during the options process by HOH and SLT 	<ul style="list-style-type: none"> - Access to appropriate Open Bucket subjects supports improved P8 measure for lower ability disadvantaged students (BTEC) - Higher ability disadvantaged students access appropriate EBacc subjects 	<p>New maths teacher £24500 New English teacher £15000 Alternative provision transport £250 Inclusion team – personalised curriculum pathways £35000 Learning zone manager £5700</p>	<p>Sept18 – Feb 19</p>

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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"> - Appropriate alternative provision courses are offered to disadvantaged students at risk of permanent exclusion 	<ul style="list-style-type: none"> - Alternative provision providers and attendees contacted regularly 			
<p>Impact assessment: Several student curriculum pathways adapted based on teacher feedback and learner need. Some students not taking three EBacc subjects had lower Progress 8 due to this. Curriculum pathways to be proactively determined with current Year 9 as part of options process.</p>					
<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"> - Heads of faculty to use collaborative meeting time to deliver CPD focussed on meeting the needs of disadvantaged students - The induction programme to deliver CPD to new staff, including NQTs and RQTs that meets the needs of disadvantaged students - A 2018-19 NPQSL project is launched on increasing formalised joint practice development in CPD with a focus on disadvantaged students 	<ul style="list-style-type: none"> - CPD records, PIPs and TIPS will evidence training - Induction programme session on teaching and learning - NPQSL project monitored through SLT coach 	<ul style="list-style-type: none"> - Improved progress of disadvantaged students at KS4 - Improved P8 measure above -0.5 	<p>In house Photocopying £100 TNG</p>	<p>Feb 2019</p>
<p>Impact assessment: Continual professional development across the staff body during this year and the next academic year ensures that strategies used continue to have an impact. Teaching staff fully engaged with MAT CPD offer and opportunities to collaborate to 'fine-tune' strategies.</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"> - Reduce FTE through supportive interventions and alternative provision (NISI and Channelling Positivity) - Operate a new internal isolation room 	<ul style="list-style-type: none"> - Logged and tracked on PARS - Weekly Inclusion meeting flag up concerns 	<ul style="list-style-type: none"> - FTE is less than 4% and below NA 	<p>Attitudinal surveys £180 Extended services coordinator £5700</p>	<p>Sept18 – July 19</p>
<p>Impact assessment: Number of students placed in AP as opposed to being sanctioned with FTE has increased. Development of resources for use in new 'Focus Room' will ensure more progress gains are made with students in this provision in future.</p>					

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<p>Improve the engagement of the parents of disadvantaged students (Ambition 2-3)</p>	<ul style="list-style-type: none"> - All parents of disadvantaged year 11 boys are contacted as part of a new strategy targeting underachieving boys - All parents of disadvantaged year 11 students are invited to attend the year 11 Boys and year 11 Girls Progress evenings - Parents of disadvantaged students are met with each term and a student passport completed and updated for teacher to use - Transition lead meets with all parents of year 6 disadvantaged students 	<ul style="list-style-type: none"> - SLT meetings with parents and their children provide support. - Additional guidance for parents and students is delivered through year 11 Boys Progress and year 11 Girls Progress evening - Meetings occur and are minuted - Student passports kept centrally and accessed through PARs 	<ul style="list-style-type: none"> - All parents of disadvantaged students attend progress evenings and meetings with SLT - All parents of disadvantaged students attend meetings. - All year 6 parents of disadvantaged students meet with transition lead before July 2019 	<p>SLT time to meet parents £1500 Uniform support £1000</p>	<p>Sept18 – July 19</p>
<p>Impact assessment: Parental engagement with Progress Evenings was high. Feedback positive and attendance to Parent Consultation Evenings improved on previous year. Parent meetings undertaken when issues with engagement or progress identified through data collection points.</p>					
<p>One to one support for targeted students (Ambition 2-3)</p>	<ul style="list-style-type: none"> -Support is provided for targeted underachieving disadvantaged year 11 students in maths lessons - Targeted year 11 disadvantaged students enrol in a mentor programme - LAC children receive 1-1 TA support in lessons - Learning Zone support is given to disadvantaged students on adjusted curriculum pathways. - A post 16 peer mentor programme is set up for targeted Year 10 girls 	<ul style="list-style-type: none"> - Assessments and homework grades - Student voice and mentor feedback - TA used effectively by teacher - Students use time in learning zone constructively and work well with coordinator - Behaviour and level of engagement of girls improves 	<ul style="list-style-type: none"> - Progress in maths improves for targeted disadvantaged students - Improved progress of disadvantaged students at KS4 - Improved P8 measure above -0.5 - PARs evidence 	<p>Lead practitioner £1700 TA support for LAC £3000 Mentor programme £200</p>	<p>Sept18 – July 19</p>

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Impact assessment: Sixth Form mentoring scheme embedded and part of sixth form tutor programme. Several students received support with other GCSE subjects. Through curriculum re-alignment, in the Learning Zone. Quality Assurance of provision in LZ established that this is an effective intervention.

<p>Reduce barriers to accessing enrichment and after school clubs, including revision and catch up sessions</p>	<ul style="list-style-type: none"> - Disadvantaged students are encouraged by their teachers to engage with enrichment, with contact made with parents, if necessary, over financial support available. - The participation of disadvantaged students is tracked on school trips, events, catch up and revision sessions. - Teachers contact parents to encourage attendance at revision lessons - After school homework club is run by TAs with a focus on the attendance of SEN disadvantaged KS3 students 	<ul style="list-style-type: none"> - Tracking spreadsheet reviewed regularly with disadvantaged student participation monitored closely - Registers taken at revision lessons and non- attendance of disadvantaged students followed up 	<ul style="list-style-type: none"> - All disadvantaged students involved in at least one extracurricular trip per year - All year 11 disadvantaged students attend revision lessons 	<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>
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Impact assessment: Participation rates monitored with links to Compass Assessments in Autumn 2018 and Summer 2019 (based on Gatsby Benchmarks). See Educational Trips Analysis for PP participation in trips and visits.