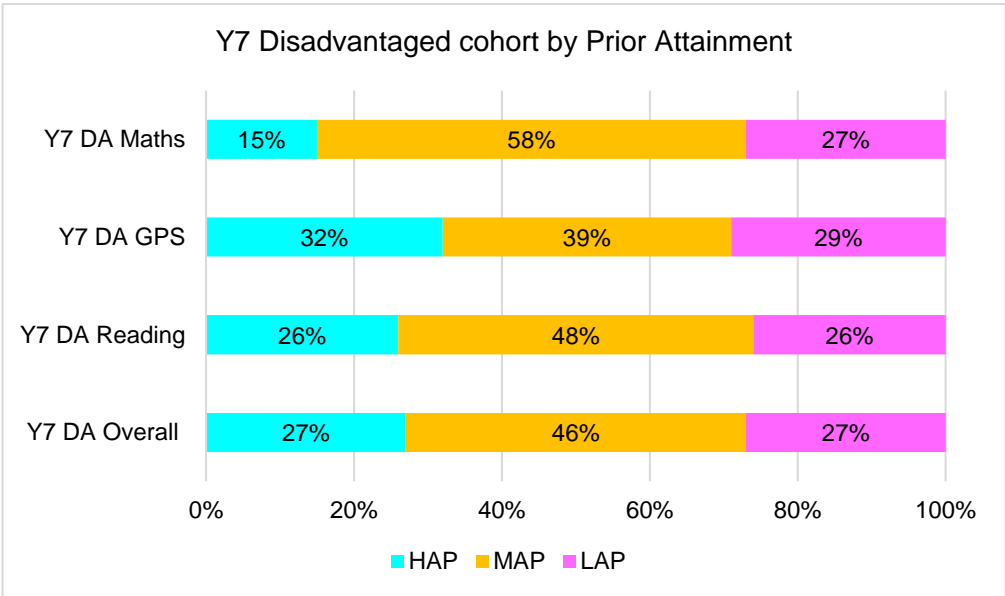
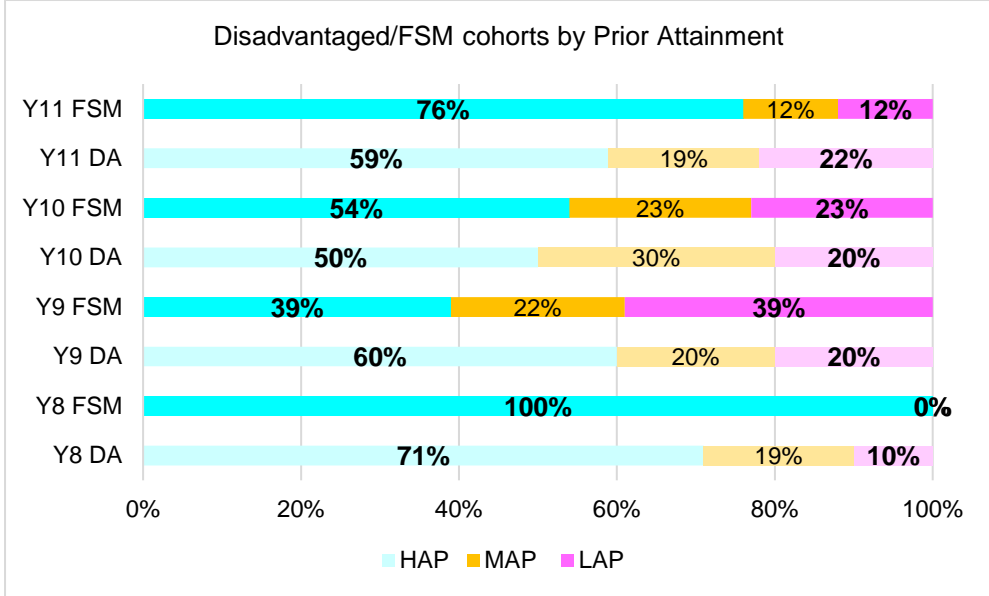


Disadvantaged Students

“Disadvantaged” students refers to a group of students who qualify for the Pupil Premium Grant. Being “disadvantaged” does not equate to low ability. Indeed in our current year groups the proportion of disadvantaged students in all year groups (year 7 tbc) is higher than among their non-disadvantaged peers.

We also recognise that some disadvantaged students may need more support than others eg: those currently in receipt of Free School Meals, Looked After Children and those children who have been adopted.



Ensuring the progress of these students is at the forefront of our planning and delivery of learning activities in the classroom and outside. The progress of all students, from their starting points, is monitored half termly via our Standards Strategy but there will be particular emphasis in departments on the disadvantaged students and particularly those who are more able.

Overriding principles:

- The profile of disadvantaged students must be high for all staff.
- “Small wins” are important by each member of staff involved with them.
- Disadvantaged students need aspiration, achievement and attendance.
- Disadvantaged students need to be making better progress than non-disadvantaged students, due to their start point being further behind.
- What works to raise the aspirations and achievement of disadvantaged students, will raise the aspiration and achievement of all students.

Allocation for 2016/2017 = £115,940 (+ LAC + Services Premium)

£25,000	Contribution to HLTAs in mathematics and English	Work with Disadvantaged students prioritised
£20,000	Contribution to Deputy Headteacher	Colleague with responsibility for Disadvantaged.
£15,000	Contribution to Inclusion TA	Behaviour and attendance support work with Disadvantaged students.
£13,000	£100 Personal Budgets (£150 for FSM/LAC/Adopted)	Each student to have access to their own budget which will be centrally monitored.
£10,000	Standards Strategy Contribution	Colleagues working on raising standards of all students in the core subjects. Disadvantaged students are prioritised.
£7,000	Tirabad Guarantee	All students given the opportunity to go to Tirabad Outdoor Education Centre once during their career at Maiden Erlegh.
£6,500	JAC/ARC	Counselling and mentoring services. Disadvantaged students are given priority.
£3,000	Tuition (including peer tutoring)	Tuition in maths and English for Disadvantaged students. Priority will be given to underperforming year 10 and 11.
£4,000	Teacher Premium	Teachers can request money to support Disadvantaged students in their subject.
£1,000	Teacher Premium (Most Able)	Teachers can request money to support the most able Disadvantaged students in their subject.
£5,000	Contingency	For needs arising through the year.
£3,500	Offsite provisions	For students who would benefit from support from external providers (eg Reading FC, JAC Stables)
£1,000	LAC Keyworker	Colleague to oversee the development of LAC students and who will attend meetings on behalf of the Designated Teacher.
£1,000	Students in Schools Co-ordinator	Colleague responsible for overseeing the University programme.
£1,000	Revision Materials for Year 11	For the provision of revision guides in maths, English and science. (And RS in year 10)
£116,000		

How are we spending our PP funding?

Leadership and supporting work within key areas	AHT Inclusion (PP Lead), Inclusion Team (CME, HC and DH have explicit responsibilities for PP)
Academic Interventions (staffing and resources)	Purple Pathway in Y7/8, intervention groups in year 10/11, mentoring by CME/SBT
Mentoring and support	Access to JAC, ARC and other external providers
Teaching and Learning	Revision materials, department bids for resources (Teacher Premium)
Additional opportunities	FSM, Uniform and equipment, trips/visits, peripatetic music lessons, WEX contribution, NCA payment

How have we considered the EEF information about effective methods for raising attainment/achievement of disadvantaged students?

Feedback + 8 month progress	Whole school focus on DIRT. Priority marking. Priority questioning.
Peer tutoring + 5 months progress	Sixth Form-Main School Tutoring scheme
Reading comprehension strategies +5 months	Purple Pathway for <L4 on arrival, Toe by Toe, Linguaphone for EAL
1:1 tuition +5 months	bespoke interventions on needs basis
Homework + 5 months	teachers set meaningful homework and follow up non-completion

Do we show interim tracking of disadvantaged students and action points to take forward?

Whole school monitoring at each DCP (4-6 times per year). Action plan developed with pastoral leaders and subject leaders on a needs basis.

Do we show evidence in the classroom that PP students are known to the teacher and that QFT allows them to make good progress (i.e. minimum expectations in the classroom, teacher-intervention, seating for success, stretch and challenge)?

Expectation on all staff to know and identify PP students. Clear from seating plans and lesson plans during lesson observations and Drop Ins.

Does the SIP identify any issues in the performance of disadvantaged students?

1. SIP is reviewed half-termly
2. SIP informs the allocation of funding going forward
3. SIP gives a summary of the actions taken and reviews the effectiveness of these
4. PP Lead to inform governors of the effectiveness of the ongoing action plan and outcomes (via pastoral committee and link governor)

Summary information					
Academic Year	2016/17	Total PP budget	£115, 940	Date of most recent PP Review	n/a
Total number of students Y7-11	1390	Number of students eligible for PP	124	Date for next internal review of this strategy	Jan 2017

Current attainment – GCSE (Results 2016)					
	Students eligible for PP	Students not eligible for PP	In School Gap	Students not eligible for PP - National	Gap with National
% achieving 5A* - C incl. EM	57.69%	79.92%	-20.62%	63%	-5.31%
Progress 8 English	+0.31	+0.15	+0.16	0	+0.31
Progress 8 Mathematics	+0.32	+0.48	-0.16	0	+0.32
Progress 8 score average	+0.52	+0.55	-0.03	0	+0.55
Attainment 8 score average	4.78	5.81	-1.03	4.75 (2015)	+0.03

Current attainment – Foundation Stage			
	Students eligible for PP	Students not eligible for PP	In School Gap
% Y7 Making at least expected progress in English	86%	85%	+1%
% Y7 Making at least expected progress in Mathematics	100%	97%	+3%
% Y8 Making at least expected progress in English	96%	86%	+10%
% Y8 Making at least expected progress in Mathematics	89%	87%	+2%

Barriers to future attainment (for pupils eligible for PP including high ability)
1. Poor behaviour and/or behaviour for learning masks ability/potential in some cases.
2. Low aspiration means that some PP students coast or settle for 'good enough'
3. PP attendance was 93% compared to 96% and in all year groups punctuality rates were lower for PP students than their peers.

Action	Target	Outcome
Objective 1 To develop and communicate a clear vision which will raise the profile of disadvantaged and bursary students and enhance the school's inclusive ethos.		
<p>Ensure that the profile of disadvantaged/bursary students remains high in school.</p> <p>Use the Sutton Trust toolkit to look at key strategies to improve progress for these students (and subsequently all students).</p>	<p>All teaching staff can identify PP students and have them in mind when planning, delivering and marking. Staff use priority marking.</p> <p><i>Extensive CPD during 2013/2014/2015 led to the raising in profile of disadvantaged students.</i></p> <p>Narrowing the Gap is a professional development target for all staff (as it has been for the previous 3 years). Staff to achieve targets.</p> <p>HAP PP students kept in the spotlight as priority through staff bulletins and briefings. Possible recruitment of colleague to work with this group.</p> <p>Sutton Trust informs some strategic work: eg Peer tutoring, DIRT as standard.</p>	
Objective 2 To improve basic literacy and reading ages for lower ability students and to improve the progress and attainment of all disadvantaged/bursary students in English.		
<p>Improve basic literacy and reading ages for lower ability students.</p> <p>Improve the progress and attainment of all disadvantaged/bursary students in English.</p>	<p>Any student <L4 English on entry are in Purple Pathway.</p> <p>85% of disadvantaged students make at least expected progress in English.</p> <p>Toe by Toe in place to support students who need help with reading.</p> <p>Rapid+/Linguaphone in place for EAL students.</p>	
Objective 3 To improve basic numeracy skills for lower ability students and to improve the progress and attainment of all disadvantaged/bursary students in Maths		

<p>Improve basic numeracy skills for lower ability students.</p> <p>Improve the progress and attainment of all disadvantaged/bursary students in Maths.</p>	<p>Most students <L4 on entry are in Purple Pathway.</p> <p>85% of disadvantaged students make at least expected progress in English.</p> <p>Students in need of support identified as part of Standards Strategy.</p> <p>Intervention groups are in place in year 10 for those who need it.</p> <p>Volunteer peer mentoring (by sixth formers) is available for individuals needing to make better progress. Priority given to disadvantaged students.</p> <p>Some students are tutored by teachers. Progress monitored regularly to ensure this intervention is having a positive effect on progress.</p> <p>Reading University Students in Schools programme used to help support lessons/small groups/individuals.</p> <p>Investigate Rapid Maths for any student needing significant support in Foundation.</p>	
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Objective 4
 To close the gap between non-disadvantaged/bursary students and disadvantaged/bursary students achieving 5 A*- C i/c EM alongside progress in English and Maths. To close this gap in Progress 8 and Attainment 8 key performance indicators

<p>All disadvantaged/bursary students monitored regularly (after DCP points) and progress reviewed with HoDs and HoYs.</p>	<p>Rapid intervention is put in place to support students failing to close the gap in terms of progress. Intervention makes a difference in improving the students' performance.</p> <p>Recommendations for intervention are put in place between pastoral and academic leads (involving tutors, subject staff, pastoral leaders as required).</p> <p>All HAP students make at least expected progress. Early intervention/assertive mentoring put in place as required. Parental engagement sought.</p>	
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Objective 5

To improve attendance and aspiration for disadvantaged/bursary students and reduce the gap between disadvantaged/bursary and non-disadvantaged/bursary students for persistent absence		
<p>Individual careers and transition guidance is offered post-Foundation, post-16, post-18.</p> <p>Attendance is closely monitored and students praised for good attendance/identified for low attendance i.e. letters home/parental meetings/report cards.</p>	<p>Students are allocated careers appointments for post-16/18 transition and guidance with mentors.</p> <p>Attendance below expected 95% is identified regularly and contact made with families concerned (DH/CME/WA)</p>	
<p>Objective 6 To cater for the emotional and wider needs of disadvantaged/bursary students, so that they are able to fully engage with their education.</p>		
<p>Provide 1:1 mentoring for students related to individual need</p> <p>Mentoring to be tailored towards academic progress, emotional wellbeing and/or readiness for learning</p> <p>Support provided in Sixth Form through targeted intervention with tutor or the pastoral team</p>	<p>Foundation students identified as requiring additional support are mentored 1:1 by CME/SBT/HC/KG/WA. This leads to an improvement in effort/attendance/engagement/attainment.</p> <p>KS4 students identified as requiring additional support are mentored by ELG to ensure they make better progress.</p> <p>KS5 students identified as requiring additional support are mentored by their tutor (or pastoral leaders) to improve engagement/attendance.</p> <p>JAC/ARC in place with disadvantaged students given priority access.</p> <p>LAC students are fully supported.</p> <p>All disadvantaged students take part in at least one extra-curricular activity.</p> <p>Individual £100 allowance for every PP student. Tirabad Guarantee – every PP student is entitled to a trip to outdoor education centre in Wales.</p>	

Objective 7 To raise achievement for disadvantaged/bursary students through a sharp focus on “Quality First Teaching”		
<p>Provide continuous professional development that focusses upon the needs to individual teaching to ensure all make progress.</p> <p>Provide a program of sharing good practice, building upon ideas shared by external and internal staff.</p> <p>Provide bid-for Teacher Premium fund for individual departments/teachers to have access to resources that support QFT for disadvantaged students.</p> <p>Ensure equality of opportunity for disadvantaged/bursary students.</p>	<p>Ensure the CPD programme for teaching and support staff has Quality First Teaching at its heart, in order to raise the profile of disadvantaged and bursary students</p> <p>Best practice carousels and visits to other schools result in new approaches being adopted that improve achievement</p> <p>Resources purchased via the Teacher Premium make a positive impact on those students using them.</p> <p>Students have financial support for additional opportunities, such as trips, resources, uniform, bespoke opportunities, peripatetic music lessons</p> <p>Any group is flagged where dynamics do not promote learning for teachers to agree a strategy for improvement.</p>	
Objective 8 To plan for successful transitions for disadvantaged/bursary students		
<p>Ensure all disadvantaged/bursary students have a clear supported plan to make the transition into the next stage of work/education/training</p>	<p>All disadvantaged students have a plan in place for future progressions. Meet and discuss with parents where necessary.</p> <p>Year 8 students have individual guidance to ensure aspirational and appropriate KS4 pathways.</p> <p>Disadvantaged/bursary students have aspirational yet realistic plans.</p> <p>Those who need it have early careers appointments.</p> <p>CME to work with year 11s needing help with applications and placements. To include accompanying students on visits if necessary.</p>	