

### 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.

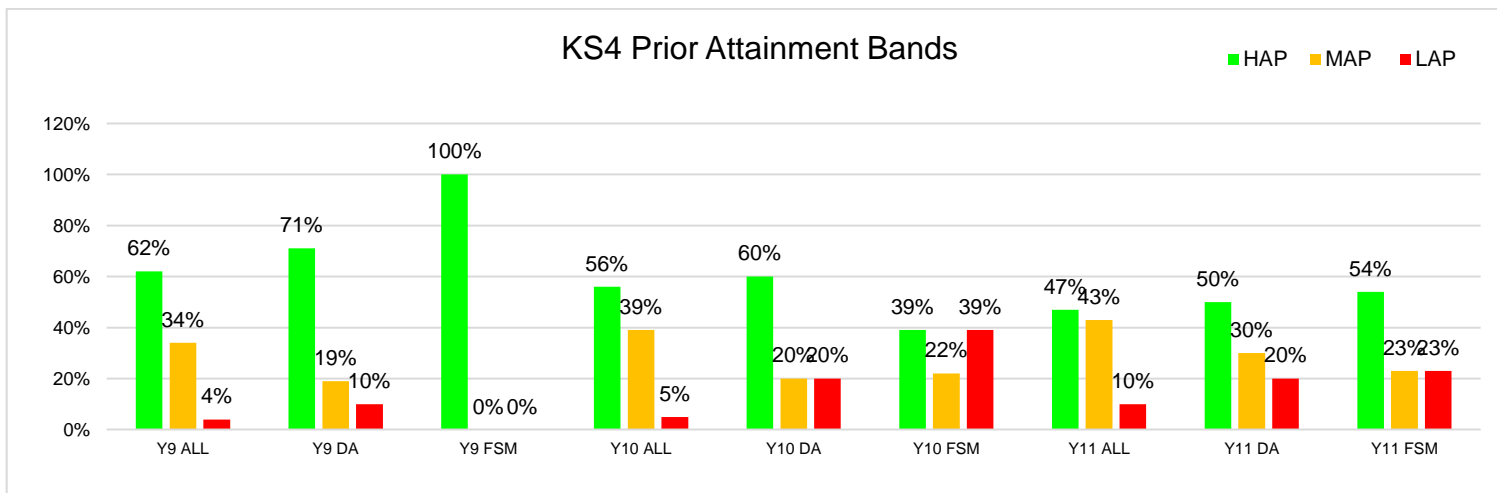
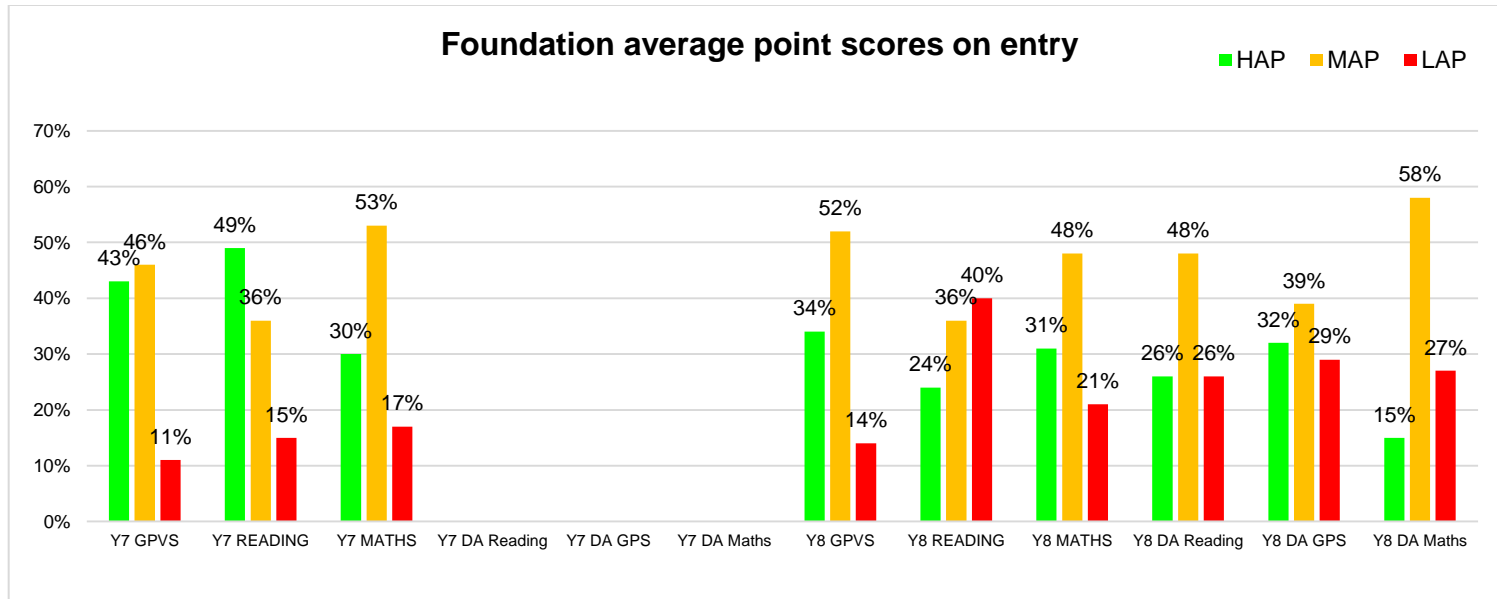
“Small wins” are important by each member of staff involved with them.

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.

## Prior Data



Allocation for 2017/2018 = £121,550 (+ LAC + Services Premium)

£20,000	Contribution to HLTAs in Mathematics and English	Work with Disadvantaged students prioritised
£10,000	Contribution to Deputy Headteacher	Colleague with responsibility for Disadvantaged.
£13,550	Contribution to Inclusion TA	Behaviour and attendance support work with Disadvantaged students.
£5,000	Contribution to Attendance Officer	Attendance support work with Disadvantaged students.
£18,000	£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.
£8,000	Tirabad Guarantee	All students given the opportunity to go to Tirabad Outdoor Education Centre once during their career at Maiden Erlegh.
£10,000	JAC/ARC	Counselling and mentoring services. Disadvantaged students are given priority.
£3,000	1:1 Tuition	Tuition in maths and English for Disadvantaged students. Priority will be given to underperforming year 10 and 11.
£7,500	Teacher Premium	Teachers can request money to support Disadvantaged students in their subject.
£2,000	Teacher Premium (Most Able)	Teachers can request money to support the most able Disadvantaged students in their subject.
£6,500	Other/Admin	For needs arising through the year.
£5,000	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	Young Carer Co-ordinator	Colleague responsible for overseeing the needs of Young Carers.
£1,000	Students in Schools Co-ordinator	Colleague responsible for overseeing the University programme.
<b>£121,550</b>		

How are we spending our PP funding?

Leadership and supporting work within key areas	DH 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, tutoring,
Mentoring and support	Access to JAC, ARC, Reading FC 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	DIRT marking embedded as standard across school. Priority marking. Priority questioning.
Peer tutoring + 5 months progress	Sixth Form Tutoring scheme
Reading comprehension strategies +5 months	Purple Pathway for lowest ability on arrival, Toe by Toe, Linguaphone for EAL
1:1 tuition +5 months	Bespoke interventions on needs basis by teachers or external tutors
Homework + 5 months	Teachers set meaningful homework and follow up non-completion. Homework timetable.

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	2017/18	Total PP budget	£123,000	Date of most recent PP Review	Aug 2017
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 2017)					
	<i>Students eligible for PP</i>	<i>Students not eligible for PP</i>	<i>In School Gap</i>	<i>Students not eligible for PP - National</i>	<i>Gap with National</i>
% achieving 5A* - C/9-4 inc EM	63%	84%	-21%		
Progress 8 (ALPS QI8)	1.01 (3)	1.07 (2)	-0.06		
Attainment 8	47.2	56.4	-9.2		

Current attainment – Foundation Stage			
	<i>Students eligible for PP</i>	<i>Students not eligible for PP</i>	<i>In School Gap</i>
% Y7 Making at least expected progress in English	100%	100%	0%
% Y7 Making at least expected progress in Mathematics	100%	100%	0%
% Y8 Making at least expected progress in English	97%	95%	+2%
% Y8 Making at least expected progress in Mathematics	100%	96%	-4%

Barriers to future attainment (for pupils eligible for PP including high ability)
1. PP attendance was 92.6% compared to 94.04% and in all year groups punctuality rates were lower for PP students than their peers.
2. Persistent absence of PP especially FSM
3. Poor behaviour and/or behaviour for learning masks ability/potential in some cases.
4. Low aspiration means that some PP students coast or settle for 'good enough'

Action	Target	Outcome
<b>Objective 1</b> To develop and communicate a clear vision which will raise the profile of disadvantaged and bursary students and enhance the school's inclusive ethos.		
Ensure that the profile of disadvantaged/bursary students remains high in school.  Use the Sutton Trust toolkit to look at key strategies to improve progress for these students (and subsequently all students).	All teaching staff can identify PP students and have them in mind when planning, delivering and marking.  HAP PP students kept in the spotlight as priority through staff bulletins and briefings. Possible recruitment of colleague to work with this group.  Sutton Trust informs some strategic work: eg Peer tutoring, DIRT as standard.	
<b>Objective 2</b> To close the gap between non-disadvantaged/bursary students and disadvantaged/bursary students achieving 5 A*- C/9-4 EM alongside progress in English and Maths. To close this gap in Progress 8 and Attainment 8 key performance indicators		
All disadvantaged/bursary students monitored regularly (after DCP points) and progress reviewed with HoDs and HoYs.	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.  Recommendations for intervention are put in place between pastoral and academic leads (involving tutors, subject staff, pastoral leaders as required).  All HAP students make at least expected progress. Early intervention/assertive mentoring put in place as required. Parental engagement sought.	
<b>Objective 3</b> To improve attendance and aspiration for disadvantaged/bursary students and reduce the gap between disadvantaged/bursary and non-disadvantaged/bursary students for persistent absence		
Individual careers and transition guidance is offered post-Foundation, post-16, post-18.  Attendance is closely monitored and students praised for good	Students are allocated careers appointments for post-16/18 transition and guidance with mentors.  Attendance below expected 95% is identified regularly and contact made with families concerned (DH/CME/WA)  Students identified as PAs at end of Term 1 to be put on attendance plans. Led by DH/HoYs	

<p>attendance/identified for low attendance i.e. letters home/parental meetings/report cards.</p>		
<p><b>Objective 4</b> 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 pastoral staff. 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 to improve engagement/attendance.</p> <p>JAC/ARC in place with disadvantaged students given priority access.</p> <p>Reading FC mentors used where appropriate</p> <p>LAC students are fully supported (LAC Keyworker)</p> <p>Young Carers fully supported (YC Keyworker)</p> <p>All disadvantaged students take part in at least one extra-curricular activity.</p> <p>Individual £100 allowance for every PP student. £150 for FSM.</p> <p>Tirabad Guarantee – every PP student is entitled to a trip to outdoor education centre in Wales.</p>	

<b>Objective 5</b> 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>	
<b>Objective 6</b> 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>	