



Disadvantaged Students Strategy Statement

1. Summary Information					
Academic Year	2017-2018	Total PP budget	£117,930	Date of most recent PP review	21/11/2017
Total number of students	685	Number of disadvantaged students	132	Date of next internal review of this strategy	

2. Attainment and Progress

Focus Group	Number of students 2015/16 (P8/Att8)	2015-16 Academic Year Results (Year 11 Actual Grades)										2016-17 Academic Year Results (Year 11 Actual Grades)										2017-18 Autumn Term (November 2017 - Current Grade Snapshot 1)														
		Average Progress 8 Score per student in Maths Element (2016 est.)	Average Progress 8 Score per student in English Element (2016 est.)	Average Progress 8 Score per student in Ebacc Element (2016 est.)	Average Progress 8 Score per student in Open Element (2016 est.)	Average Attainment 8 total points per student (total points)	Attainment 8 Score per student	Grade 7+ English and Maths (A*-A)	Grade 5+ English and Maths	Grade 4+ English and Maths (A*-C)	5+ Grade A*-C or above (or equivalent) including English and Maths	Number of students 2016/17 (P8/Att8)	Average Progress 8 Score per student in Maths Element (2017 est.)	Average Progress 8 Score per student in English Element (2017 est.)	Average Progress 8 Score per student in Ebacc Element (2017 est.)	Average Progress 8 Score per student in Open Element (2017 est.)	Average Attainment 8 Score per student	Grade 7 or above English and Maths	Grade 5 or above English and Maths	Grade 4 or above English and Maths	5+ Grade 4 or above (or equivalent) including English and Maths	5+ Grade 5 or above (or equivalent) including English and Maths	Number of students 2017/18 (P8/Att8)	Average Progress 8 Score per student in Maths Element (2017 est.)	Average Progress 8 Score per student in English Element (2017 est.)	Average Progress 8 Score per student in Ebacc Element (2017 est.)	Average Progress 8 Score per student in Open Element (2017 est.)	Average Attainment 8 Score per student	Grade 7 or above English and Maths	Grade 5 or above English and Maths	Grade 4 or above English and Maths	5+ Grade 4 or above (or equivalent) including English and Maths	5+ Grade 5 or above (or equivalent) including English and Maths			
OVERALL	All students	119(P8/122(A8))	0.09	-0.1	-0.11	0.44	-0.01	51	5.10	4.90%	54.9%	54.9%	118	-0.13	-0.32	-0.2	0.28	-0.35	4.58	12.7%	35.6%	62.7%	61.9%	34.7%	113(P8/114(A8))	-0.24	0.0	-0.4	-0.1	-0.5	4.6	5.3%	41.2%	64.9%	62.3%	38.6%
OVERALL (excluding concern students)	Cohort excluding concern students																																			
	Concern students																																			
GENDER	Girls (F)	53	0.03	-0.32	0.12	0.3	-0.04	51.3	5.13	5.70%	52.8%	52.8%	58	0.41	0	0.4	0.7	0.4	5.1	15.5%	44.8%	79.3%	77.6%	44.8%	57/58	-0.14	0.1	0.0	-0.1	-0.4	4.6	8.6%	41.4%	62.1%	58.6%	38%
	Boys (M)	66/69	0.13	0.08	-0.28	0.55	0.02	50.7	5.07	4.30%	56.5%	56.5%	60	-0.65	-0.6	-0.8	-0.1	-1.1	4.0	10.0%	26.7%	46.7%	46.7%	25.0%	56	-0.34	0.0	-0.7	-0.1	-0.6	4.6	1.8%	41.1%	67.9%	66.1%	39.3%
SEND	SEND Support (K)	4	0.26	-0.21	0.01	0.86	0.13	36.8	3.68	0%	25.0%	25.0%	7	-0.63	-0.5	-0.7	-0.2	-1.1	3.2	0.0%	14.3%	28.6%	28.6%	14.3%	9	-0.26	0.1	-0.7	-0.2	-0.3	4.0	0.0%	22.2%	44.4%	44.4%	22.2%
	Statement/EHCP (S)	2	0.98	2.07	-0.32	0.31	1.79	48	4.80	0%	0.0%	0.0%	2	0.81	1.1	0.2	0.9	0.9	3.2	0.0%	0.0%	0.0%	0.0%	0.0%												
	None (N)	113/116	0.07	-0.14	-0.11	0.43	-0.04	51.5	5.15	5.20%	56.9%	56.9%	109	-0.11	-0.3	-0.2	0.3	-0.3	4.7	13.8%	37.6%	66.1%	65.1%	36.7%	104/105	-0.23	0.0	-0.3	-0.1	-0.5	4.6	5.7%	42.9%	66.7%	63.8%	40.0%
	PP	28/30	-0.23	-0.45	-0.4	0.2	-0.39	45.7	4.57	0%	36.7%	36.7%	23	-0.57	-0.7	-0.6	0	-1.1	3.7	0.0%	17.4%	56.5%	52.2%	17.4%	14/15	-0.66	-0.7	-0.7	-0.2	-1.0	3.7	6.7%	13.3%	46.7%	40.0%	13.3%
	non-PP	91/92	0.19	0.01	-0.01	0.51	0.11	52.7	5.27	6.50%	60.9%	60.9%	95	-0.02	-0.2	-0.1	0.3	-0.2	4.8	15.8%	40.0%	64.2%	64.2%	38.9%	99	-0.18	0.1	-0.3	-0.1	-0.4	4.7	5.1%	45.5%	67.7%	65.7%	42.4%
	DISADVANTAGED	IN SCHOOL GAP (between PP and all)	-0.32	-0.35	-0.29	-0.24	-0.38	-5.23	-0.52	-4.90%	-18.20%	-18.20%		-0.44	-0.38	-0.4	-0.28	-0.75	-0.88	-12.7%	-18.2%	-6.2%	-9.7%	-17.3%		-0.42	-0.70	-0.30	-0.10	-0.50	-0.9	1.4%	-27.9%	-18.2%	-22.3%	-25.3%
	IN SCHOOL GAP (between PP and non-PP)	-0.42	-0.46	-0.39	-0.31	-0.5	-6.94	-0.69	-6.50%	-24.20%	-24.20%		-0.55	-0.5	-0.5	-0.3	-0.9	-1.1	-15.8%	-22.6%	-7.7%	-12.0%	-21.5%		-0.48	-0.80	-0.40	-0.10	-0.60	-1.0	1.6%	-32.2%	-21.0%	-25.7%	-29.1%	
PRIOR	No PA																																			
ATTAINMENT	Low PA	20	0.17	-0.1	-0.29	0.82	0.02	33.3	3.33	0%	5.0%	5.0%	15	0.11	0.2	-0.2	0.5	-0.1	2.9	0.0%	0.0%	13.3%	13.3%	0.0%	12	-0.13	0.3	-0.4	-0.1	-0.3	2.4	0.0%	0.0%	0.0%	0.0%	0.0%
	Middle PA	64	0.16	0.11	-0.11	0.53	0.02	51.1	5.11	1.60%	53.1%	53.1%	58	-0.06	-0.3	0	0.3	-0.4	4.1	3.4%	20.7%	56.9%	55.2%	20.7%	57	0.08	0.2	0.1	0.2	-0.1	4.1	0.0%	22.8%	56.1%	50.9%	19.3%
	High PA	35	-0.1	-0.48	0.01	0.06	-0.08	61.8	6.18	14.30%	88.6%	88.6%	45	-0.29	-0.6	-0.4	0.1	-0.4	5.7	28.9%	66.7%	86.7%	86.7%	64.4%	44	-0.67	-0.3	-0.9	-0.5	-1.0	5.7	13.6%	77.3%	95.5%	95.5%	75.0%
DISADVANTAGED	No PA																																			
& PRIOR	Low PA & non-PP	15	0.46	0.19	-0.04	1.06	0.36	35.9	3.59	0%	6.7%	6.7%	12	0.31	0.3	0.1	0.6	0.1	3.0	0.0%	0.0%	16.7%	16.7%	0.0%	10	-0.10	0.3	-0.5	0.0	-0.2	2.6	0.0%	0.0%	0.0%	0.0%	0.0%
ATTAINMENT	Low PA & PP	5	-0.68	-0.97	-1.05	0.08	-1	25.3	2.53	0%	0.0%	0.0%	3	-0.69	-0.5	-1.4	0	-1.0	2.3	0.0%	0.0%	0.0%	0.0%	0.0%	2	-0.32	0.3	-0.1	-0.3	-0.9	1.5	0.0%	0.0%	0.0%	0.0%	0.0%
	Middle PA & non-PP	47	0.24	0.19	-0.06	0.59	0.12	52	5.20	2.10%	57.4%	57.4%	41	0.11	-0.2	0.1	0.5	-0.1	4.3	4.9%	22.0%	53.7%	53.7%	22.0%	50	0.16	0.3	0.2	0.3	0.0	4.2	0.0%	26.0%	56.0%	52.0%	22.0%
	Middle PA & PP	17	-0.04	-0.12	-0.23	0.36	-0.24	48.7	4.87	0%	41.2%	41.2%	17	-0.46	-0.4	-0.4	0.1	-1.0	3.9	0.0%	17.6%	64.7%	58.8%	17.6%	7	-0.54	-0.3	-0.9	-0.1	-0.9	3.6	0.0%	0.0%	57.1%	42.9%	0.0%
	High PA & non-PP	29	-0.04	-0.37	0.08	0.1	-0.03	62.5	6.25	17.20%	93.1%	93.1%	42	-0.24	-0.5	-0.4	0.1	-0.4	5.8	31.0%	69.0%	88.1%	88.1%	66.7%	39	-0.63	-0.1	-1.0	-0.5	-0.9	5.9	12.8%	82.1%	100.0%	100.0%	79.5%
	High PA & PP	6	-0.4	-0.97	-0.34	-0.14	-0.31	58.5	5.85	0%	66.7%	66.7%	3	-1.06	-2.2	-0.8	-0.3	-1.2	4.5	0.0%	33.3%	66.7%	66.7%	33.3%	5	-0.96	-1.7	-0.6	-0.4	-1.3	4.7	20.0%	40.0%	60.0%	60.0%	40.0%



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3. Aims:

During 2017-18 we are working towards the following aims:

- 1) Transforming the life chances of our students and providing every young person with a gateway to success
- 2) Vulnerable students are identified early and support strategies are put in place
- 3) The progress across the curriculum of disadvantaged students matches or is improving towards that of other students with the same starting points
- 4) For students generally, and specifically for disadvantaged students, progress is above average in nearly all subject areas
- 5) For each different starting point, the progress of disadvantaged students matches or is improving towards that of other students nationally
- 6) Teachers identify and support any student who is falling behind, and enable almost all to catch up.

4. Outcomes

	<i>Desired outcomes</i>	<i>Success Criteria/Key Performance Indicators</i>
1.	Provide all students with a wider knowledge of the different educational and career opportunities available. Provide students with educational and cultural experiences they would not normally experience outside school.	<ul style="list-style-type: none"> • Careers interviews provided for all year 10 and 11 pupil premium students • Career and educational visits provided for all year 10 and 11 pupil premium students • All disadvantaged students to take place in at least two enrichment, experience days or trips this year.
2.	Pupil premium students are identified early September. Their achievements from previous assessments are identified and support plans are put in place where required.	<ul style="list-style-type: none"> • Pupil premium students identified and this information is shared with staff • Starting points for this academic year are identified • A termly plan is put in place for each student based on their previous achievements
3.	Accurate monitoring of progress of the pupil premium group in comparison to the progress of non-pupil premium students. The gap will begin to close.	<ul style="list-style-type: none"> • The progress of disadvantaged students compared to other students in school narrows.
4.	Progress above average in all in nearly all subject areas.	<ul style="list-style-type: none"> • Students to achieve above average in at least 80% of their subjects
5.	The progress of low prior attainment, middle Prior attainment and high prior attainment students is all improving towards the progress of other students nationally.	<ul style="list-style-type: none"> • The progress of disadvantaged students compared to other students nationally narrows.
6.	Teachers monitor the progress of their individual students and put support in place to all students to catch up with other students.	<ul style="list-style-type: none"> • Intervention sheets are completed and disadvantaged students are included within these. • A termly plan is put in place for all students, the impact is reviewed and the plan is adjusted accordingly.



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5. Barriers to future attainment and progress

In-school barriers

- 1) Aspirations and level of engagement in lessons are often more problematic for disadvantaged students - this has a detrimental effect on their progress
- 2) Attendance to lessons and the subsequent impact on progress
- 3) Lower reading ages of disadvantaged students which prevents students from making expected progress across all subjects

External barriers

- 1) Attendance during 2016-2017 for disadvantaged students was 89.74% (other students was 93.33%).
- 2) Provision of uniform, equipment and exposure to different cultural experiences
- 3) Access to school resources at home is sometimes difficult resulting in missed opportunities for independent study to boost progress
- 4) Parental aspirations and contact with school
- 5) Parental understanding of the curriculum and how to access resources at home.

6. Planned expenditure for academic year 2017-2018

The headings below enable the school to demonstrate how we are using the disadvantaged funding to achieve the three desired outcomes detailed about and improve classroom pedagogy, provide targeted support and support whole school strategies.

Strategy/action	Students	Desired outcome/key performance indicator	Staff lead	Projected cost	Impact
Revision sessions after school are provided for all students. Disadvantaged students can claim back their bus fare or taxi cost and food will be provided. All revision sessions should target gaps in students learning.	KS4	Increased attendance of disadvantaged students at targeted revision sessions and therefore improved attainment of disadvantaged students.	HOFs	£2,600	
English and Mathematics intervention run by Kip McGrath for targeted year 11 disadvantaged students.	KS4	Increased attainment in the identified areas of weakness.	MOO/SEV	£7,800	
Tutor time intervention for disadvantaged students identified by their English and Mathematics teachers.	KS4	Increased attainment in the identified areas of weakness.	MOO/SEV	£1,500	
Use of overstaffing or cover supervisors to provide up to 3 lessons cover for each class at KS4 to allow the teacher to undertake targeted small group work with disadvantaged students who are below target.	KS4	Increased attainment in the identified areas of weakness.	HOFs	£0	
Additional examination preparation and coaching support for English Literature (External consultancy)	KS4	Disadvantaged students receive additional	COL	£1,500	



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		preparation for English and improve their chances of success			
Provision of online resources including GCSEpod, Doodle and PiXL Apps to engage disadvantaged students with independent learning and online resources. Disadvantaged students to be targeted in the use of these resources.	KS4	Disadvantaged students are utilising online learning resources and specific tasks provided by teaching staff		£3,000	
Tassomai Year 11 Science support	KS4	Use of online learning resources to boost students to a grade 5.	LEA	£580	
All teaching and relevant support staff to know who their disadvantaged students are and have them identified on their seating plans. Seating plans should be arranged giving priority to the disadvantaged students.	KS3/4	All staff to complete seating plans and update according to progress.	HAR	£0	
Disadvantaged students to be represented in all student voice activities and the progress and quality of disadvantaged students work to be scrutinised in all learning walks, work samples and data snapshots.	KS3/4	Disadvantaged students to be involved in all aspects of school.	HOFs	£0	
Disadvantaged students are prioritised for receiving feedback in class, in books and for assessments. The work/home learning of disadvantaged students is marked first by teachers.	KS3/4	Disadvantaged students receive effective and useful feedback for making improvements and therefore progress.	COL/DUF	£0	
Attendance of disadvantaged students is often lower than that of non-disadvantaged students therefore they miss a significant amount of work. Embed strategies to ensure that disadvantaged student's catch-up with missed work in lessons - 'missed learning catch-up sheets' and 'catch-up' opportunities at the start of lessons (after absence). No gaps in books.	KS3/4	Fewer gaps in the learning due to allowing students to catch up on missed work in school time.	HOFs	£0	
One to one tuition sessions provided for Looked After Children in English and Mathematics where required. This will be tutored by an external tutoring agency.	KS3/4	Improved attainment.	HAR/ J. Bagley	£9,750	
Learning Resources for all disadvantaged students are to be provided. Each student will be issued with a pencil case complete with basic stationary replenished each term and resources specific to each subject including revision guides. This will vary with each year group and subject. £20 per KS3 student	KS3/4	Improved attainment and attendance due to being properly equipped for school and enable to access the same resources as other	HAR/ HOFs	£4,140	



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£50 per KS4 student		students outside school.			
Use of Go4Schools to regularly track disadvantaged student performance, Snapshots to be sent to HOFs and Progress Leaders for analysis.	KS3/4	Disadvantaged students are easily identified and tracked more effectively, therefore leading to better identification of need and strategies to improve achievement.	CAI/HAR	£3,000	
Learning and Teaching team to lead on the development of learning and teaching strategies including targeted questioning; particularly for groups of students included HA and disadvantaged students. Consider an excellence file consisting of an outstanding piece of work from each topic studied. This should include work from every member of the class and can be photocopied before a test for revision.	KS3/4	Gaps in learning are addressed and strategies are in place to improve the achievement of disadvantaged students in lessons.		£3,000	
Additional specialist and targeted teacher support in English, Maths and Science.	KS3/4	Improved attainment and progress outcomes in English, Mathematics and Science	CLR/HAR	£44,000	
All disadvantaged students are to be challenged to reach or exceed their targeted reading age through the use of Accelerated Reader. All disadvantaged students to be given a selection of books each year.	KS3	Improved attainment due to improved reading skills.	COL	£1980	
The 'Hive': Disadvantaged students with lower than expected levels of prior attainment are given catch-up provision to boost their levels of literacy and numeracy (5/10 students are disadvantaged)	KS3	Disadvantaged LA students make rapid progress during Year 7	EYR	£5,600	
Additional mentor support to provide behavioural, emotional, social and personal support to disadvantaged students when needed. Improved attendance will also be a focus of these conversations.	KS4	Disadvantaged students have access to support to overcome additional barriers to learning. Low attainers to be prioritised.	HAR/JEN	£1,840	
All students to complete work experience in a field they are interested in. Support to be provided to ensure all disadvantaged students can access the work places they wish to visit. Travel, food and clothing costs to be covered if required.	KS4	Improved attitude and engagement.		£2000	



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<p>Careers advisor appointments provided for all disadvantaged students. Careers information and experiences arranged for disadvantaged students.</p>	KS3/4	<p>Increased engagement with studies due to students being more motivated.</p>	Careers Driver	£3000	
<p>Behaviour statistics provided through go4schools to be monitored and issues to be resolved by Form Tutors and Progress Leaders.</p>	KS3/4	<p>Increased engagement with learning</p>	Progress Leaders	£0	
<p>Prioritise disadvantaged students when setting takes place in years 7 and 8 for linear groupings and for option choices in year 9 when choosing their GCSE options. Students being challenged at KS3 will encourage higher attainment and students studying their preferred option at GCSE will assist with engagement and achievement.</p>	KS3/4	<p>Improved attainment due to challenge and engagement.</p>	CAI	£0	
<p>Disadvantaged students to be prioritised for trips such as the apprenticeship show, skills show and university visits.</p>	KS3/4	<p>Improved attitude and engagement.</p>	Careers Driver	£1500	
<p>Enrichment provision every week with particular emphasis on disadvantaged students attending. Transport to be provided if required.</p>	KS3/4	<p>An increased and significant number of disadvantaged students attend enrichment activities.</p>	HAR	£1,000	
<p>Improved parental contact and support. Progress leaders or tutors to liaise with parents and carers to establish the preferred method of home-school communication and their aspirations and priorities for their children. The school expectations and regular updates with regards to revision sessions and extra-curricular activities are to be shared with parents and carers. Yearly notification of access to the Claire Bacciochi fund to be highlighted.</p>	KS3/4	<p>Improved attainment due to improved home support.</p>	Progress Leaders	£500	
<p>Provision of uniform and PE kit in exceptional circumstances to ensure all students are correctly dressed and no differences can be identified between disadvantaged and non-disadvantaged students.</p>	KS3/4	<p>Disadvantaged students are adequately prepared to learn and engage</p>	COE	£690	
<p>Travel expense issues which may be resulting in low attendance to school for disadvantaged students to be identified and supported.</p>	KS3/4	<p>Improved attendance and therefore improved attainment.</p>	HAR	£2,700	
<p>Focused and regular tracking of attendance and persistent absence. Students identified for intervention stages and targets and support put in place.</p>	KS3/4	<p>Attendance of disadvantaged students is monitored and identification of need for intervention is highlighted.</p>	HAR	Go4Schools contribution : £1,500	



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The school ACE (attendance compliance enforcement) officer has one day per week in school to assist in the improvement of attendance for disadvantaged students. Introduction of home visits for disadvantaged students whose attendance is a concern.	KS3/4	Significantly improved attendance for disadvantaged students, including a reduction in persistent absence	HAR	£4,500 (50% of cost)	
Improved attendance is recognised and rewarded. Students who are on a target and whom achieve their target to be congratulated and rewarded with house points and a certificate.	KS3/4	Improved attendance.	HAR	£1,000	
Pupil premium awards introduced. Each term one PP student will be rewarded for effort and one for supporting others. One will be rewarded for 100% attendance and one for improved attendance. These students will receive a certificate and a £10 voucher.	KS3/4	Improved engagement attendance and attainment.	HAR	£600	
Learning beyond the curriculum: all disadvantaged students have the opportunity to take part in at least one excursion (subsidised)	KS3/4	Students have the opportunity to develop social, emotional and cultural aspects of the curriculum	HAR	£2,760	
Learning beyond the curriculum: all students to take part in at least one enrichment activity during the school year.	KS3/4	Students have the opportunity to develop social, emotional and cultural aspects of the curriculum	Enrichment Driver	£780	
Learning beyond the curriculum: all disadvantaged students to be given the opportunity to study a musical instrument during school hours. Music lessons taking place in school time may be part of fully funded.	KS3/4	Students have the opportunity to develop social, emotional and cultural aspects of the curriculum	PLM	£4,284	
OVERALL EXPENDITURE				£117,104	