

# Disadvantaged (PP) Strategy 2018-2021

## Background from the Sutton Trust's "Mobility Manifesto"

*"Social mobility in Britain remains low by international standards. To the extent to which people's incomes are determined by those of their parents, only the US fares worse among major developed nations. Social mobility declined for the 1970s generation compared with those born in the 1950s and has not improved since... A young person from the richest fifth of neighbourhoods is ten times more likely to go to a Russell Group university than a child from the poorest fifth."*

## Pupil Premium: Steps to Self-Evaluation

### 1. Identify barriers to learning for PP pupils

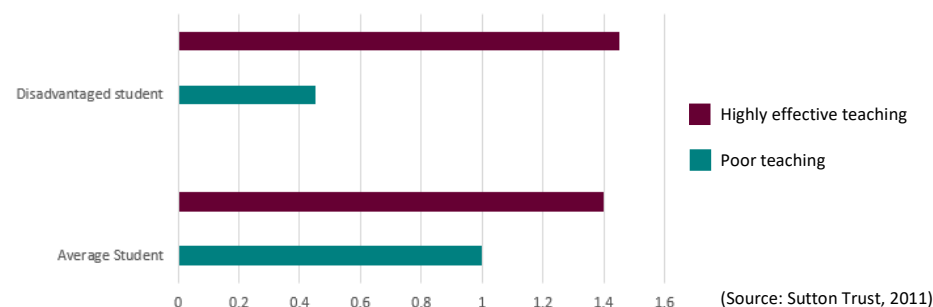
Unlike other student groups (SEND, Upper Band etc) Pupil Premium students do not have a defined set of characteristics. They may exhibit some, none or all of the following:

- Weak progress, often from the start of their schooling in Year 1 or before (according to the Joseph Rowntree Foundation, the attainment gap at age 5 is already between 10 and 12 months)
- Poor reading/literacy skills: although the percentage of the current Year 7 with a reading age below 11 is similar for Pupil Premium and non-Pupil Premium students, the top twenty readers are non-Pupil Premium students
- Poor attendance (in 2016, the national absence rate of disadvantaged rate of FSM6 students was almost double the rate for non-FSM6, and one in five FSM6 students (21.6%) was a persistent absentee; the PA figure for primary schools was 17.3%)
- Low aspirations, often linked to lack of employment in the household and lack of role models
- Lack of opportunity: disadvantaged students may not be able to access music tuition, participate in school visits etc

### 2. Decide your desired outcomes

- Improve the progress of disadvantaged students, in part through quality first teaching
- Improve the attendance of disadvantaged students
- Raise the aspirations and widen the horizons of disadvantaged students
- Improve employability of disadvantaged students
- Ensure equality of opportunity for disadvantaged students, for example access to extra-curricular activities

Why improve teaching?  
Effect of teaching on students in years of progress



Research from the Sutton Trust has shown that poor teaching has a bigger negative impact on disadvantaged than non-disadvantaged students. Good teaching has a slightly more positive impact on disadvantaged than non-disadvantaged students.

The Academy has signed up to the Sutton Trust's 2017 "Mobility Manifesto", which includes ten practical steps to improve social mobility. Those most pertinent to the secondary education sector are:

"Make improving the quality of classroom teaching the top priority in schools, with effective appraisals and a guaranteed entitlement to good quality training for all teachers" (Step 2)

"Provide opportunities for young people to develop essential life skills beyond their core curriculum, including access to enrichment activities. Back this with good quality careers guidance." (Step 7)

### 3. Identify success criteria for each outcome.

Success criteria are built into the 2018-2019 Disadvantaged (Pupil Premium) Strategy, (see page 4).

### 4. Evaluate strategies regularly

Progress of the Pupil Premium Strategy is reviewed termly at the Governors' Standards Committee and is reported on termly in the Principal's Report to Governors. The Strategy is reviewed and re-written annually and ratified by the last Full Governors meeting of the academic year.

**YEAR 11** (All targets based on FFT20 estimates)

	2017 Target	2017 School	2018 Target	2018 Actual	2019 Target	2019 Actual	2020 Target	2020 AP1	2020 AP2
Year 11 PP Average Attainment 8	Not set	3.6	4.7	4.1	4.6	3.3	4.0	2.9	2.9
Year 11 PP Progress 8	-0.48	-0.78	+0.37	-0.4	0.3	-0.8	0.3	-0.9	-0.9
Year 11 PP v non-PP Progress 8 gap	0.48	0.54	0.0	0.2	0.3	0.6	0.3	0.4	0.4
Grade 4+ in English	65%	58%	75%	72%	80.5%	51.3%	62.1%	51.7%	44.8%
Grade 4+ in Maths	61%	61%	83%	64%	80.5%	53.8%	62.1%	24.1%	24.1%
Grade 4+ in English and Maths	58%	51%	72%	60%	78%	38.5%	62.1%	24.1%	24.1%
Grade 5+ in English	53%	45%	57%	48%	48.8%	35.9%	34.5%	27.6%	27.6%
Grade 5+ in Maths	50%	32%	54%	40%	51.2%	25.6%	41.4%	17.2%	17.2%
Grade 5+ in English and Maths	43%	26%	48%	36%	41.5%	20.5%	31%	17.2%	17.2%

**YEAR 11: PROGRESS 8 SCORES FOR DISADVANTAGED STUDENTS**

	English						Maths						EBACC						OTHER					
	2017	2018 Target Actual	2019 Target Actual	2020 Target	2020 AP1	2020 AP2	2017	2018 Target Actual	2019 Target Actual	2020 Target	2020 AP1	2020 AP2	2017	2018 Target Actual	2019 Target Actual	2020 Actual	2020 AP1	2020 AP2	2017	2018 Target Actual	2019 Target Actual	2020 Target	2020 AP1	2020 AP2
Disadvantaged	-0.6	-0.1 -0.2	0 -0.5	0	-0.6	-0.7	-0.6	0.8 -0.1	0.7 -0.5	0.7	-0.6	-0.7	-0.9	0.7 -0.6	0.6 -0.9	0.3	-0.8	-0.9	-0.9	0 -0.6	0 -1.2	-0.5	-1.3	-1.2
All	-0.2	0.1 0	0.3 -0.1	0.1	-0.5	-0.5	0	0.8 0	0.8 -0.2	0.8	-0.6	-0.5	-0.4	0.8 -0.3	0.9 -0.4	0.6	-0.5	-0.6	-0.4	0.1 -0.4	0.3 -0.6	-0.1	-0.8	-0.7

**YEAR 10: ATTAINMENT 8 SCORES FOR DISADVANTAGED STUDENTS (previous figures based on P8)**

	English						Maths					
	2017	2018 Target Final	2019 Target Final	2020 EOY Target	2020 AP1	2020 AP2	2017	2018 Target Final	2019 Target Final	2020 EOY Target	2020 AP1	2020 AP2
Disadvantaged	-0.6	0 -0.1	0 -1.1	3.5	3.2	3.3	-0.6	0.6 -0.8	0.7 -1.1	3.6	3.1	3.3
All	-0.2	0.1 0	0.1 -0.9	3.9	3.7	3.7	0	0.5 -0.6	0.9 -0.7	4.0	3.4	3.6

	EBACC						OTHER					
	2017	2018 Target Final	2019 Target Final	2020 EOY Target	2020 AP1	2020 AP2	2017	2018 Target	2019 Target Final	2020 EOY Target	2020 AP1	2020 AP2
Disadvantaged	-0.9	0.6 -0.6	0.5 -1.0	3.4	3.1	3.1	-0.9	0.1 -1.2	0 -1.0	4.0	3.3	3.4

All	-0.4	0.6 -0.4	0.9 -0.6	4.0	3.8	3.7	-0.4	0.1 -0.1	0.2 -0.6	4.4	3.9	3.8
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#### YEAR 9: AVERAGE ATTAINMENT 8 FOR DISADVANTAGED STUDENTS

	English					Maths					ALL SUBJECTS				
	2018 Target Final	2019 Target Final	2020 EOY Target	2020 AP1	2020 AP2	2018 Target Final	2019 Target Final	2020 EOY Target	2020 AP1	2020 AP2	2018 Target Final	2019 Target Final	2020 EOY Target	2020 AP1	2020 AP2
Disadvantaged	2.8 2.7	1.3 1.7	1.2	1.1	1.1	2.8 2.1	2.6 2.6	2.4	2.1	2.0	2.5 2.3	2.4 2.4	2.4	2.1	2.1
All	3.3 3.3	1.5 1.5	1.4	1.2	1.3	3.4 2.9	3.1 3.0	2.8	2.5	2.3	3 3.05	3 2.8	2.7	2.5	2.5

#### YEAR 8: PERCENTAGE ON OR ABOVE TARGET (WHOLE GRADES)

	English				Maths				ALL SUBJECTS			
	2018 Target Final	2019 Target Final	2020 Target	2020 AP1	2018 Target Final	2019 Target Final	2020 Target	2020 AP1	2018 Target Final	2019 Target Final	2020 Target	2020 AP1
Disadvantaged	100% 81%	100% 85%	100%	74%	100% 55%	100% 77.5%	100%	38%	100% 68%	100% 74.6%	100%	68%
All	100% 90%	100% 86.4%	100%	77%	100% 64%	100% 73.8%	100%	44%	100% 75%	100% 71%	100%	72%

#### YEAR 7: PERCENTAGE ON OR ABOVE TARGET (WHOLE GRADES)

	English			Maths			ALL SUBJECTS		
	2019 Target Final	2020 Target	2020 AP1	2019 Target Final	2020 Target	2020 AP1	2019 Target Final	2020 Target	2020 AP1
Disadvantaged	100% 76%	100%	89%	100% 74%	100%	27%	100% 72%	100%	73%
All	100% 81%	100%	83%	100% 83%	100%	33%	100% 70%	100%	71%

#### PDBW: ALL STUDENTS

	2017-18 Target (all)	2018-19 Target (all)	2017-18 School	2018-19 Term 1	2018-19 Term 2.5	2018-19 Term 3	2020 Target (all)	2020 Term 1.5	Rationale for target
PP attendance (2018...including FSM, services & LAC)	94.8%	94.8%	93%	94.2%	93.8%	93.4%	94.5%	91.9%	2017-18 NA
PP persistent absence (90%)	13.1%	13.1%	21.2%	16.2%	14.2%	18.1%	13.9%	25.9%	2017-18 NA

# Disadvantaged (PP) Strategy 2018-2021

## Teaching and Learning: Improve the quality of teaching and learning including implementing quality first teaching and quality first learning

Success Criteria:	Key success questions:
<ul style="list-style-type: none"> <li>Progress across all years is in line with or better than their peers</li> <li>QA across the year indicates an improving trend</li> <li>LFVs demonstrate all teachers consistently meet teacher standards</li> <li>All teachers planning meets the needs of all students</li> <li>Reading ages of disadvantaged catch up students increase by at least 12 months</li> <li>AP tracking points show disadvantaged students have on average good or better attitudes to learning</li> </ul>	<ul style="list-style-type: none"> <li>Does individual planning highlight critical students?</li> <li>Are resources differentiated to meet individual need and enable students to access and secure the learning?</li> <li>Is the seating plan set to enable best attitudes to learning and progress for all?</li> <li>Is there evidence of planning for stretch and challenge questioning?</li> <li>Have disadvantaged students got access to revision books and/or knowledge organisers?</li> </ul>

Action/task:	IC	Timescale	2018-19	Feb 2020	Jun 2020	QA	Resource	Budget
Planning meets the needs of students and is evident in teacher planning documents	MLD/FLs EPs/LPs	September – ongoing				LFVs, targeted reviews, FL patrol drop ins and teacher file scrutiny	Staff	£5,310
Feedback is targeted to accelerate progress	MLD/FLs EPs/LPs	September – ongoing				Targeted reviews, FL book scrutiny and follow up as necessary	Staff	£3,540
Plan to increase leadership opportunities in lessons to build confidence and improve oracy	MLD/FLs EPs/LPs	September – ongoing				LFVs, FL and HoH patrol drop ins	Staff	No cost
Questioning is scaffolded and targeted to encourage higher order thinking	MLD/FLs EPs/LPs	September – ongoing				LFVs, targeted reviews, FL patrol drop ins	Staff	£915
All staff consistently model upward divergence in their interactions with students and encourage use of Standard English in students' responses	MLD/FLs EPs/LPs	September – ongoing				LFVs, targeted reviews, FL and HoH patrol drop ins	Staff	No cost
Wave 1 interventions are routinely monitored and evaluated by FLs	ESW/FLs	In line with AP checks				FL analysis following APs, Faculty and line management meetings	Staff	£12,600

Target DEAR time to improve the reading skills of disadvantaged students	EJB	In line with AP checks				Track identified cohort at each AP and test reading at end of year	Staff	£10,080
Subsidise and support DEAR sessions through book sales and ex-library stock	EJB						Staff	No cost
Disadvantaged students demonstrate positive attitudes to learning	MLD/FLs EPs/LPs	In line with AP checks				Good or better judgements at each AP, QFL scrutiny	Staff	No cost
Develop the use of knowledge organisers as a memory/revision aid across all subjects for disadvantaged students	FLs	November – April 2020				PPE results in line with target	Resources	£1,810
Use subject tutors in TP to boost progress for under-achieving disadvantaged students	HoH	December – June 2020				Monitor identified students at following AP, Line-management meetings	Staff	£1,000
<b>Monitoring 2018-19:</b>								
<b>Monitoring 2019-20:</b>								

Attendance: Improve attendance of the disadvantaged cohort and reduce the number of persistent absentees								
Success Criteria:			Key success questions:					
<ul style="list-style-type: none"> <li>Attendance gap has closed</li> <li>PA numbers are better than national and in line with non-disadvantaged students</li> <li>Improved attendance following strategy meetings with parents and home visits</li> </ul>			<ul style="list-style-type: none"> <li>Are there patterns of individual absence developing?</li> <li>Are parents engaged where attendance is a concern?</li> <li>Are interventions logged on the central spreadsheet?</li> <li>Are mentors being used effectively to improve individual attendance?</li> </ul>					
Action/task:	IC	Timescale	2018-19	Feb 2020	Jun 2020	QA	Resource	Budget
Weekly monitoring of disadvantaged attendance to ensure timely interventions	PAC HoH	September - ongoing				Review weekly spreadsheet and monitor interventions Update at SLT each half term	Staff	£10,000
Identify a half termly disadvantaged 'pick-up list'	PAC HOH	September – ongoing				Monitor improvements via weekly reports/meetings Line managements meetings	Staff	£1,770
Conduct home visits and attendance improvement	HoH Pastoral	September – ongoing				Monitor improvements via weekly reports/meetings	Staff Car Lease	£6,700 £2,100

strategy meetings with parents/carers for students at risk of PA						Line management meetings		
Admin – provision of plan & reports	Asst staff	Half termly				Governor staff and students SLT, line management meets	Staff	£5,550
<b>Monitoring 2018-19:</b>								
<b>Monitoring 2019-20:</b>								

## Support and Challenge: Support and challenge the disadvantaged cohort to achieve outcomes in line with or better than their peers

Success Criteria:			Key success questions:					
<ul style="list-style-type: none"> <li>Progress across all years is in line with or better than their peers</li> <li>Actions in ML line management meetings having positive impact on progress and attitude to learning of disadvantaged and SEND students</li> <li>Disadvantaged students with TA support are on track to meet their targets</li> <li>Students engaging with extra tutoring or targeted booster sessions are on track to meet their targets</li> <li>All Year 11 disadvantaged students have the resources required for revision</li> <li>Positive student, student mentor and form tutor voice activities</li> </ul>			<ul style="list-style-type: none"> <li>What does the assessment data tell us about the progress of disadvantaged students in faculty/House?</li> <li>How can TAs be deployed to best effect in having a ‘watching brief’ on all disadvantaged students in the class being supported?</li> <li>Do all disadvantaged students in my class have knowledge organisers/revision guides?</li> <li>Are tutors fully engaging with the academic mentoring and supporting disadvantaged tutees to develop?</li> </ul>					
Action/task:	IC	Timescale	2018-19	Feb 2020	Jun 2020	QA	Resource	Budget
Establish a standing item on FL/HoH line management meetings that discusses the progress of and intervention with disadvantaged and SEND students	FL HoH	September - ongoing				ML and SL Line-management meetings Governor committees	Staff	£895
TAs are effectively deployed to meet the needs of students across the curriculum and have an input with all disadvantaged students in the lesson	SENCo	November – ongoing				Lesson drop ins, TA support logs, LS team meetings, student voice activity	Staff	£20,000
Monitor and evaluate the impact of the key worker with identified students	SENCo	November – July				Post AP analysis, team meetings, student voice	Staff	£4,068
Facilitate 1-1, 1-small group tutoring in English and boost literacy and numeracy in the lower years	EJH	All year				Post AP monitoring of progress against target, session drop ins	Additional support	£14,950

FLs to facilitate 6 <sup>th</sup> form mentoring to help embed core subject principles	FLs	Following AP1 for all years – July				Post AP analysis, student voice	Staff	£4,500
HoHs to facilitate intense inter-year targeted book clubs to enhance reading and comprehension skills within TP	HoH	Following AP1 for all years – July				Track identified students at each AP, student voice, HoH drop in to sessions	Staff	£3,600
Develop a social support network for service students	AF	From December – monthly meetings				Student voice activity	Staff	£120
Provide breakfast club to ensure students are fuelled for the day ahead and include enriching activities	CR	September – ongoing				Track identified students A2L, attendance, progress against target, PRs v NRs	Staff Resources	£2,992 £750
Collaborate with Primary Heads to develop, introduce and embed a ‘secondary ready’ project	TKW	January – July				Staff, student and parent voice	Staff	£3,300
Following an AP form tutors interview tutees and set SMART targets to be achieved by the next AP, specifically focusing on the holistic overview of their disadvantaged tutees	HoH	September – ongoing				HoHs trawl of G4S, observe an academic mentoring session, student voice, TP Review	Staff	£8,065
At CSI meetings streamline under-achieving disadvantaged students curriculum to improve their outcomes as required	ESW	After Y11 PPEs November				Track identified students A2L, attendance, progress against target, PRs v NRs	Staff	£5,460
Use inclusion and Idle Valley to promote engagement and a more positive attitude to learning	HoH/FLs	September - ongoing				Entrance and exit surveys, monitor students at AP, weekly behaviour data, Inclusion Review	Staff	£1,100
Fund free revision guides for disadvantaged students	PAC	September – ongoing				Student survey	Resources	£1,500
Subsidise trips, music tuition and enrichment activities	PAC	September - ongoing				Lead staff ensure equality of opportunity and liaise with finance	Resources	£2,500
Prioritise disadvantaged students in Yr9 to fulfil the D of E Award	MCD SJA	January – July				Monitor and intervene to ensure success	Resources	£1,000

Utilise a staff training session to focus on planning to achieve best outcomes for disadvantaged students	MLD	Term 1				LFVs, targeted reviews, FL patrol drop ins and teacher file scrutiny	Staff	£1,050
Deploy staff under timetable to support improving the progress of disadvantaged students	PAC	November - ongoing				Prioritise list of students for support via APs	Staff	£4,000
Engage identified staff through UPR project to improve social mobility, cultural capital and the progress of disadvantaged ... expand on first years success	PAC	November – ongoing				Monitor impact of the individual projects, student voice	Staff	£1,750
Allocate a peer mentor to disadvantaged students within the same House, establish the focus for improvement/enrichment and monitor the progress	HoH	Following AP1 for all years – July				Weekly attendance and behaviour data, progress against target at APs, commitment to club	Staff	£875
Deliver booster sessions for targeted students and their parents/carers during Parents Evenings	PAC	Across the year				Track identified students at APs, student and parent voice	Staff	£900
<b>Monitoring 2018-19:</b>								
<b>Monitoring 2019-20:</b>								

Enrichment: Raise aspirations and cultural capital of the disadvantaged cohort								
Success Criteria:			Key success questions:					
<ul style="list-style-type: none"> <li>No NEETs from the disadvantaged students</li> <li>All Year 10 disadvantaged students complete work experience and evaluate positively</li> <li>50% of disadvantaged students complete the 'Future Leaders' Project and evaluate positively</li> <li>Positive student, business mentor and Governor voice activities</li> </ul>			<ul style="list-style-type: none"> <li>Are the disadvantaged students in my House engaging in the 'Future Leaders' project?</li> <li>Which students in my House would benefit from accessing lunch/after school study support?</li> </ul>					
Action/task:	IC	Timescale	2018-19	Feb 2020	Jun 2020	QA	Resource	Budget
Prioritise Yr11 disadvantaged students for careers interviews	TKW SS	Sept – Dec				Through line management of careers Drop in on careers interviews	Staff	£1,400



Support Yr10 disadvantaged students to secure high quality work placements	TKW SS	Jan – June				Through line management of careers	Staff	£2,150
Deliver careers and employability workshops for Yrs7-9 disadvantaged students to highlight key skills and interests and from this research pathways to a wide variety of careers	TKW SS	November – July				Through line management of careers Student evaluations	Staff	£6,000
Prioritise disadvantaged students for careers fairs, employability events and subsidise attendance	TKW SS	Sept - ongoing				Through line management of careers Student evaluations	Resources	£2,200
Set up a 6 <sup>th</sup> form run lunch study/prep club for targeted disadvantaged students	PAC	From November				Analysis AP tracking data of targeted students	Staff	£2,320
To ensure disadvantaged students sign up to the 'Future Leaders' and showcase their results in the Celebration Event	HoH	Nov – July				Interim review and support meetings run throughout the year by 6 <sup>th</sup> form students and HoHs	Staff	£814
Provide access to business mentors for the older disadvantaged students following mock interviews	SS	From Jan				Analysis AP tracking data of targeted student	Staff	£4,210
Target students to have lunch with Governors every month	PAC	From November				Student and Governor voice		
								£163,844

**Monitoring 2018-19:**

**Monitoring 2019-20:**