

## Supporting Disadvantaged Students 2018-19

### **Key:**

PP: Pupil Premium eligible	SLT: Senior Leadership Team.
HoY: Heads of Year	DoLs: Directors of Learning (subject leaders).
EDT: Education Development Trust	TA's: Teaching Assistants
SM: Student Manager (non-teaching)	DSL: Designated Safeguarding lead
WEX: Work experience	HAPs: High attaining pupils.
MAPs: Middle attaining pupils	LAPs: Low attaining pupils
CLT: Curriculum Leadership Team	PLT: Pastoral Leadership Team
ASD: Autistic Spectrum Disorder	TJA: The Jubilee Academy
STEM: Science, Technology, Engineering and Maths	
ILC: Integrated Learning Centre	

Pupil Premium funding continues to enable us to target resources effectively to ensure that disadvantaged students (those entitled to and receiving free school meals [FSM] or who have ever in the last 6 years received FSM, those in care or adopted from care) have the same academic, social and cultural opportunities as any other child. Raising aspirations and expectations and broadening horizons through exposure to a wide variety of extracurricular activities forms an underlying focus for our PP cohort.

We aim to ensure successful outcomes for all students but particularly those who are disadvantaged by:

1. Making provision for students who have historically underachieved or are currently underachieving in Maths and English to catch up as rapidly as is possible.
2. Making provision for students where they may have had gaps in their learning in other subjects to enable them to fill these gaps and so be facilitated to make excellent progress.
3. Ensuring students who lack confidence or have low self-esteem, have a variety of support mechanisms in place to build up emotional resilience, thereby improving their access to high quality learning.
4. Ensuring that students who find it difficult to study independently at home can obtain support and resources in school before, during or after the school day, so as to develop this skill and effectively extend their learning day.
5. Ensuring that students who may not have been exposed to the advantages of further and higher education in the home environment, have access to trips and visits that enable them to see these options as both attractive and accessible for them.
6. Enabling students to have access to a wide offer of enriching and academic opportunities to allow them to develop their aspirations and aim high at all times.
7. Ensuring that vulnerable students at risk of exclusion have the best support possible to keep them focussed on engaging positively in school.
8. Employing robust procedures to support disadvantaged students maintaining good attendance and punctuality.
9. Ensuring that parents/carers feel confident about working with the school to support their child in securing the best possible life chances.

## Challenges within our Current Context (2018 – 2019)

- It remains true that there are many forms of disadvantage which may not be captured with the criteria base for allocation of the Pupil Premium Grant. We are therefore mindful to ensure that all students who are or who become disadvantaged by virtue of deteriorating socioeconomic reasons will be supported to overcome these obstacles and continue to achieve in line with their expected level of performance.
- Our Year 7 intake involves a large number of feeder primary schools and covers a wide geographical area. Our disadvantaged students arrive with lower starting points in English and Maths than non-disadvantaged students; e.g. for our current Year 11 cohort, the average KS2 score for disadvantaged students is 28.04 and non-disadvantaged is 30.17, against a national average of 27.6 for all students. In the current Year 7, students on the Catch up programme with scaled scores below 100 are; reading 29%, Maths 33% both Maths and English 21%. Poor ability in literacy continues to be a barrier to learning for many of our students.
- In 2017-18 3% of the Year 7 to 11 cohort was made up of casual admissions. Of these 67% were PP students. In the current Year 11 cohort 8% are casual admissions.
- The continuing roll out and embedding of changes to the format of GCSE assessment has created additional challenges for our Year 11 cohort which is more marked for those within the disadvantaged cohort, in terms of reaching their targets.
- We have an increasing number of students with significant emotional and mental health difficulties that impact on their resilience and ability to respond positively to pressure. This inevitably impacts on their own progress and can have impact on the progress of their peers. There has been an increase in the number of referrals to CAMHS and Social Care in recent years.
- Feedback from 1:1 interviews with senior staff reveals that many students from disadvantaged backgrounds feel that further education and particularly university is not an option for them, either through lack of confidence in their ability or because of their socioeconomic situation.
- Engaging the parents of students from disadvantaged backgrounds can sometimes be a barrier.

A whole school team approach is taken to achieve our aims, with a system of monitoring and intervention constantly reviewed. This system actively involves parents and students as well as appropriate school staff, dependent on need or the obstacles impeding progress.

Our Pupil Premium cohort comprises approximately 30% of the whole school population Years 7-11. Additionally, we are aware of the postcode and other contextual deprivation indicators, this being said many of the rest of our students are not significantly better off or less deprived than those eligible for allocation of the Pupil Premium grant. As a result we target many interventions following data analysis on the basis of underachievement, tackling low literacy and depressed prior attainment within the context of Pupil Premium. For any specific interventions that take place, data is scrutinised to ensure that we target disadvantaged students who need to most urgently improve their outcomes. Following data capture points, forensic analysis is made of every aspect of progress for disadvantaged students to allow early action so that these students make at least expected progress. We ensure strong communication between all leadership groups (SLT, PLT and CLT), to provide a connected and layered approach to resultant interventions and their development. This is then rolled out and monitored through DoL's, HoY and Tutors. It is recognised that above expected progress is required to ensure that any historical underachievement is addressed.

As a school we work hard to maintain a provision of high quality teaching and developmental feedback, supported by targeted interventions to ensure all students achieve the required Level 2 thresholds to proceed to further and higher education and access their chosen career pathway.

## **Proposed Support for 2018-19**

### **Academic Progress**

#### **Aims:**

- *The proportion of PP students on or above target aligns with their non PP counterparts.*
- *Assessment monitoring indicates increased participation by PP students and a greater focus on steps to improve.*
- *Targeted focus on ensuring regular stretch and challenge for all, with particular emphasis on disadvantaged HAPS (within a whole school target for HAPS).*

#### **How impact will be measured:**

- Academic progress is monitored formally following each data capture by Tutors, HoY and, DoLs, Assistant Headteacher for Inclusion and the Deputy Heads. This monitoring will be most rigorous for disadvantaged students particularly in collaboration with the DoLs for Maths and English.
- Between data captures students' achievement, behaviour points and sanctions are closely monitored as an indicator of affected progress.
- Disadvantaged HAPS identified as a focus group

We use a wide range of orchestrated interventions to improve performance by all of our students with a targeted approach to our disadvantaged cohort. These include;

#### **Year 11**

- 1:1 interviews with SLT to discuss perceived progress versus actual and to explore barriers that we can support to overcome.
- Bespoke intervention timetable with immediate start September 2018.
- Targeted access to all other interventions which are timetabled during the week.
- Targeted access to Saturday and holiday timetabled intervention sessions.
- Homework support sessions before school supported by TAs, these are open to all but those who have an issue with organisation or completion of homework are actively targeted to attend.
- Quiet study area at lunchtimes with access to academic support and ICT facilities.
- Early identification and provision for practice of any necessary Exam Access Arrangements.
- Early and often repeated meetings with EDT to look at career planning, identification of qualification targets and support for College applications.
- Use of Sixth form students to support in Maths and Science intervention sessions.
- Display of underachieving students in staffroom to maintain focus on those who require increased attention.

#### **All years**

- Monitoring reports via Tutor HoY or DoL, Student Manager or SLT (escalated dependent on degree of intervention required).
- Learning contracts with subject teachers and DoLs to guide improved access to learning in individual subjects where this is an issue.
- As far as possible, internal rather than external exclusions are issued as sanctions to disadvantaged students for behaviours at this level of escalation. This is to safeguard the student and to maintain continuity of learning.
- Constant monitoring of multiple detentions, reasons for and action to reduce allocation.
- Targeted access to all other interventions which are timetabled during the week.

- Targeted access to timetabled holiday intervention sessions.
- Access to education offsite (Year 8 and above) or WEX (Year 10 and above).
- Year 7's falling below 100 are accommodated in smaller intervention groups for Maths and English and in English have access to the Accelerated Reader programme.
- Access to bespoke tuition via the Integrated Learning Centre for those who cannot access a full mainstream package for any reason. A variety of learning pathways are available as appropriate to include; Mathswatch, Maths Explained, Seneca Learning, UAS, etc.
- Support curriculum offered via Study plus and ASDAN qualifications, led by Inclusion Teacher with TA support.
- Regular updates on progress and personal circumstances to CLT and PLT to maintain focus on our most disadvantaged students and to ensure robust communication about provision.
- Scheduled book looks and observation cycles with particular focus on provision for, and feedback given to disadvantaged groups. Expanded this year to facilitate direct conversation between Tutors and students.
- Scheduled programme of CPD which includes targeting methods of engagement, stretch and challenge, support and differentiation and educationally supportive displays.
- English classes to have access to the LRC for lessons targeting reading skills.
- Commitment to SCERTS training via Hillingdon Borough. To enhance communication and behaviour management aimed at improving engagement for learning and self-management.
- TA led reading intervention groups.
- Improved early specific screening for high frequency SEND e.g. dyslexia/issues with comprehension/dyscalculia. Student and parental involvement with next steps for support and reduction in barriers to learning.

## **Raising Aspirations and Broadening Horizons**

***Desired outcome:*** *students become more focused on their future goal and so apply themselves to academic or skills based achievement to support these goals.*

- Access to Further Education College/Future Careers based visits for all years. Selection of visits monitored to provide a broad base of experiences and improve relevance to students.
- Access to STEM activities for all year groups with disadvantaged students targeted.
- No student misses an enrichment or educational trip due to financial issues.
- We are committed to participation in the Jack Petchey Scheme and actively target disadvantaged students to ensure their progress is recognised and celebrated.
- Active use of a rewards system which provides for value and recognition of progress in every area of a student's progress rather than just academic progress.
- Celebration assemblies to recognise a range of achievements and improvements.
- Reward trips which actively target deserving candidates within disadvantaged groups.
- 'STARS' (Student voice) includes representative cohort in comparison to school cohort.
- 'STARS' used to address issues pertinent to the students body by bringing concerns to meetings, SLT and Governors. Raising profile of leadership as possible for all via cohort profile and by presenting assemblies particularly around the areas of equality and diversity.
- PLT priorities weekly briefing emails to remind staff of the whole school commitment to high aspirations and expectations for all.

## **Raising Self-Esteem and Resilience**

**Desired outcomes:** *A cultural shift to active equality between students and an improvement in their ability to cope with adversity. Continue to decrease those requiring external support in its various forms.*

Our Pastoral Teams monitor students for existing or developing issues which affect their self-esteem or mental health. There are a variety of mechanisms that are used to support these students;

- Access to Harbour Club via the ILC with members of the SEND team at lunchtime. Vulnerable students are invited to feel safe and develop confidence, friendships and leadership skills via games, discussions and activities.
- Programme of assemblies which include exploration of aspects of equality in action. Message delivered via Staff and students. Focus on personal interaction skills and self-belief.
- Speakeasy behaviour sessions providing intervention for students whose behaviour is affecting progress.
- Referral for support from the Early Intervention Team via the allocation of Key Workers.
- Referral to Social Care via our DSL.
- Support for parents to seek referral to CAMHS.
- THA Tutor 10 clear and shared expectations for all students in every Tutor time as an effective new start to each day.

## **Communication with Parents**

**Desired outcomes:** *Parents feel able to approach the school for support and to provide information. Parents are empowered to seek external support independently. In this way parents are empowered to better support their children through school and actively encourage them to succeed. With their support, attendance and attitudes to learning improve.*

- All staff make contact with parents where there is any concern and equally where progress is good and needs to be celebrated. An emphasis on the personal approach (phone/meeting) is deemed valuable in creating strong supportive ties with all parents and carers, particularly for the families of our disadvantaged students.
- Communication in every respect of a student's provision is made in writing to the parent personally and where appropriate this may be supported via a meeting or telephone conversation.
- Meetings with parents form an integral part of improving progress by identifying barriers that may exist and by affirming our commitment to a student's progress through the use of our rewards system and via our Ladder of Consequence.
- Non-attendance amongst disadvantaged students triggers a day one personal phone call from the relevant SM to the parent to establish early communication and dialogue around reasons for non-attendance.
- Meetings in respect of attendance concerns are held early with the attendance team and where appropriate our DSL.
- Parents of disadvantaged students are contacted prior to Parents' Evenings with priority time slots offered to encourage their attendance. Where parents do not attend they are contacted to find out why not and to offer appropriate follow up and feedback.
- All parents receive a termly newsletter to keep them informed of the achievements of our students and any other pertinent news.

- Continuing use of parental access to Class Charts to enable parents to remotely monitor behaviour for learning and homework. Parental engagement with this facility is also monitored and followed up.
- As many of our SEND students are also PP it is pertinent that we will introduce an interim report based on levels of engagement for our SEND cohort. Parents will receive this in reporting periods where a full academic report for a year group is not scheduled
- As above, introduction of termly coffee mornings for families of SEND students to facilitate parental interaction and informal discussion with the whole SEND team.
- Provision of a useful links and information section on the school website to enable parents to independently access support from external agencies.

## Financial Statement

	<b>Budget 18-19</b>	<b>Comments</b>
Pupil Premium grant	£132,770	Confirmed July 2018
<b>Total Income</b>	<b>£132,770</b>	
Teachers' Salaries linked to PP focus	£71,680	
Teaching support Salaries linked to PP focus	£37,868	
Staff Development	£385	ASDAN short courses £200 and first aid courses £185
Software Licences	£1,422	Accelerated Reading programme - 1 year 50 full licences
Curriculum support	£500	PP curriculum support – books/equipment
Uniform	£1,000	PP uniform support
Music	£1,000	PP peripatetic music support
School Trips	£1,000	Funded in line with school policy
Support for food costs in technology lessons	£250	Support for the cost of ingredients to enable full participation in food technology lessons- funded in line with school policy
Alternative / Off site provision	£31,837	TJA placements, Chessbrook placement and courses, Speakeasy provision by external provider
Professional Fees- Others	£400	ASDAN centre fees
<b>Total Expenditure</b>	<b>£147,342</b>	
<b>Net Surplus / Deficit</b>	<b>-£14,572</b>	