

Disadvantaged Pupil (DP) Action Plan for 2016-17

Executive summary:

The Pupil Premium (now DP) was introduced in April 2011 to provide additional funding for pupils:

- Who have been in receipt of free school meals (FSM) at any point in the last six years
- Who have been continuously looked after for the past six months
- Who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order
- For children whose parents are currently serving in the armed forces, or whose parent/guardian is in receipt of a pension from the MOD.

We are committed to addressing the gap in progress and attainment that currently exists between our Disadvantaged pupils (DP) and other pupils, to ensure that all pupils make in line with or are exceeding expected progress.

Funding available for 2015-16 £85,085

Funding available for 2016-17 £107,525

It should be noted that the DP funding is based on the January census.

Research shows that investment in staffing has the biggest impact upon Disadvantaged Pupils so it is for this reason that we have continued to recruit new staff or fund existing staff to focus on DP strategy and interventions with a large proportion of this funding. Each intervention undertaken is impact assessed so we can streamline our position in the most effective way.

Number of Disadvantaged pupils 2016-17: 115

Objective: to reduce the attainment and achievement gaps between the Disadvantaged and Non-Disadvantaged pupils

Strategies: to introduce a fundamental and systematic shift to tracking, monitoring and intervention, drawing on evidence from the Sutton Trust to introduce proven strategies and that the gap for our DPs is reduced further. We successfully narrowed the gap in 2014-15 and again in 2015-2016.

The monitoring, evaluation and review of this strategy will take place through the governors' Strategic Resources Committee and the Teaching and Learning Committee mid-year and at the end of the year.

Main objectives:

Main objectives	Aspects
Progress and Attainment and monitoring of progress and attainment	Monitoring of DP strategy NPQSL project focusing on DP
Curriculum, Teaching and Learning	Curriculum provision Intervention: English and Maths, Literacy, Teaching and Learning (homework, revision, KS4 tracking, enrichment, teaching and learning bulletin
Personal development, behaviour and welfare	Intervention: relating to attendance Behaviour SEND/Alternative support Intervention: Out of hours Careers information, advice and guidance

Area	Target	Intervention	MER	Impact	Funding
Progress and attainment and monitoring of progress and attainment					
Monitoring of DP strategy by AHT	80:35 ELP for our DP students. 0.30 P8 for all subjects	Oversight of all interventions and their impact on DP students. Evaluate provision and impact of strategies being used for DP.	Strategies are tracked, monitored, evaluated and amended to maximise impact at every CWA collection point.	Update 12/16 and 03/17	Contribution towards salary of AHT £1000
Colleague carrying out NPQSL focusing on DP project reporting to AHT	80:35 for our DP students. 0.30 P8 for all subjects Evaluate provision and impact of strategies being used for DP.	Appointed to support AHT with coordination of intervention programmes in school across all subjects. To ensure early identification of pupils not making expected progress and appropriate support implemented	Track, monitor and evaluate interventions and student data for progress and attainment at every CWA collection point.	Update 12/16 and 03/17	Contribution towards salary of DP coordinator £1000 Funding of NPQSL £1400
Identification of DP by all staff	80:35 for our DP students 0.30 P8 for all subjects	DP students continue to be a key focus group for all staff. All staff to be provided with the names and photos of DP across all year groups and their individual barriers to learning, updated regularly and interventions planned in response to CWA. Staff to identify DPs on their seating plans, to direct support throughout the lesson through specific strategies planning into the lesson plans, accordingly, so to improve outcomes. All teacher appraisal documentation to include DP as a focus	Mark DP student work first Track, monitor and evaluate direct support in lesson observations.	Update 12/16 and 03/17	£50.00

Identification of DP- data analysis by AHT, NPQSL colleague, HoDs and HoLs	80:35 ELP for our DP students 0.30 P8 for all subjects	Identify the distribution of DP in relation to their subjects. Regular and detailed analysis of progress within reporting cycles. HoDs and classroom teachers to complete 4i analysis that includes DP as a focus to maximise the outcomes and identify early intervention requirements. HoDs and HoLs accountable.	Track and monitor student data for progress and attainment at every CWA point.	Update 12/16 and 03/17	Contribution towards Data Manager salary £1000
Identification of DP- Data analysis Subject reviews	80:35 ELP for our DP students	Department reviews and lesson observations to include focus on DP students	Track and monitor student data for progress and attainment	Update 12/16 and 03/17	N/A
Curriculum, Teaching and Learning					
Curriculum provision	80:35 ELP for our DP students	Review the KS3 and KS4 curriculum provision to ensure all groups of students are suitably catered for, and that the curriculum plans accurately reflects the new specifications and requirements of the new GCSE/A2 courses. PIXL subscription and attendance at conferences to identify areas for development Investigate KS4 alternative pathway for 2016-17 for pupils at high risk of Managed Move or Exclusion protocols	Track and monitor student engagement with new curriculum in lesson observations	Update 12/16 and 03/17	£3000

Intervention in English	No difference between DP and Non-DP cohorts in English. 2016 A*-C gap diminished- 83.3% of students expected to achieve A*-C. Target met (non-DP 80%) ELP of 3% for 3+ difference between DP and non-DP	All DP students have reading and spelling ages tests in September of every academic year. All students with literacy difficulties will be identified and further assessment/intervention can be arranged. Appointment of an additional English teacher to enable additional extraction of DP students to small group teaching where there is underperformance and to enable additional interventions to be put into place in order to ensure that the gap between DP and Non-DP cohorts in English reduces.	4i analysis CWA analysis	Update 12/16 and 03/17	£900 £25563 contribution towards salary
Intervention in Maths	Difference between DP and Non-DP cohorts in Maths diminishes by 5% from 2016 gap of 10%.	Appointment of an additional Maths teacher to enable additional extraction of DP students to small group teaching where there is underperformance and to enable additional interventions to be put into place in order to ensure that the gap between DP and Non-DP cohorts in Maths reduces.	4i analysis CWA analysis	Update 12/16 and 03/17	Contribution towards salary 25563.
Literacy interventions	All students to be able to paragraph, use a wide range of punctuation and write using Standard English.	All DP students have reading and spelling ages tests in September of every academic year. All students with literacy difficulties will be identified and further	4i analysis CWA analysis	Update 12/16 and 03/17	£1000

		assessment/intervention can be arranged. Small group teaching by English staff- withdrawal groups from classroom			
Teaching and Learning - homework	<p>DP students reported completion of homework is the same or better than the non-DP cohort in all year groups</p> <p>As a result the difference between DP and Non-DP students making 80: 35 ELP diminishes. 2016 difference is 10%</p>	<p>Tutor support</p> <p>Early contact with parents from tutors</p> <p>Homework club with additional support available after school 4 days a week</p> <p>Homework mornings – students able to use the library from 8.00am for supervised homework completion 5 days a week</p> <p>Computer facilities available to support with homework where appropriate before school, at break, lunch and after school</p> <p>Show my homework roll out throughout the school</p>	<p>Monitoring of reported completion of DP and non-DP cohorts 6 times per year</p> <p>Reporting CWA points</p> <p>Homework club records</p>	Update 12/16 and 03/17	<p>Analysis of homework completion</p> <p>Teacher, librarian and TA to support DP students in homework club</p> <p>Librarian earlier start to ensure library available from 8.00am</p> <p>Late bus to facilitate students returning home after homework club</p> <p>£8000</p>
Teaching and Learning: Revision	DP students' are well supported in revising for end of year exams in all years and as a	Heads of Learning provide additional support in planning and reviewing revision in the 6 week period leading up to the end of year exams in each age group by	<p>Individual student revision plans</p> <p>Additional targeted learning/revision carried out by</p>	Update 12/16 and 03/17	Revision guides & support materials

	<p>result the difference between DP and Non-DP students making 80% 3 levels of progress and 35% of students make 4 levels of progress is reduced from 2014 baselines in En, Ma, Sci in all year groups.</p>	<p>extracting students from tutor time, communicating with parents, supporting students in creating individual revision plans and liaising with key staff (where students are underperforming) around the key areas students need to focus revision on.</p> <p>Breakfast revision on morning of core exams- personal invitations sent to DP students/parents</p> <p>OUEs interns to support DP Y11 students with mentoring.</p> <p>After school revision in English, Maths and Science</p> <p>‘Positively Mad’ curriculum day for KS4 students including a twilight session for parents/carers</p>	<p>students (e.g. Sam Learning / My Maths work)</p> <p>CWA grades after exams</p>		<p>Contribution towards mentoring time across all year groups</p> <p>£5,000</p>
Enrichment	<p>100% of DP students are able to attend E.Vs/residentials</p>	<p>E.Vs include: ski trip, German exchange, French exchange, Warwick Castle, London art galleries, Geography Birmingham visit, Whipsnade zoo, Year 7 camp, Year 9 camp, Black Country Museum visit, Swanage.</p>	<p>Finance manager tracks the attendance of DP students on E.Vs/residentials</p>	<p>Update 12/16 and 03/17</p>	<p>TBC but the figure last year was £7860 (depends on cohort and option choices)</p>
Teaching and Learning bulletin	<p>All staff adopt a range of strategies to support DP</p>	<p>Fortnightly bulletin highlighting best practice teaching and learning examples</p>	<p>CWA Quality first teaching</p>		<p>N/A</p>

	students within lessons				
KS4 tracking-achievement of Yr11 DP students	Gap between DP and non- DP cohort making 80:35 ELP/ 5 A*-C EM narrows further from 10% to 5%.	<p>Weekly tracking meetings for Y11 DP students in En & Ma with targeted interventions</p> <p>Mock exam resits Sept 2016 with parent/student follow up meetings</p> <p>Focus on achievement of 24 DP students in all subjects: Head of Learning, Heads of Department</p> <p>Holiday/weekend school Summer learning packs & check in sessions</p> <p>Individual achievement discussions with students (Head of Learning)</p> <p>Support plans and parental meetings for underachieving students (Head of Learning)</p> <p>Tutors encourage and check that DP students have attended appropriate additional after school sessions</p> <p>OUEs interns to support DP students</p>	<p>Reporting CWA points & intervention plans</p> <p>Targeted students attend interventions</p> <p>MER quality of interventions</p> <p>Pupil voice</p> <p>Support plans</p> <p>Attendance records for additional after school sessions</p> <p>Work scrutiny evidence</p>	Update 12/16 and 03/17	<p>Time for weekly tracking sessions, parent meetings and support plans £2000</p> <p>Holiday, weekend and summer school in En/Ma/Sci</p> <p>£1000</p>

Personal development, behaviour and welfare					
Attendance	Attendance of DP students is 95%+	Monitoring of DP attendance by year group and individual ensures swift intervention. Tutor and HoL intervention Attendance interview Uniform support Travel support Parental support	% attendance of each DP student in monthly analysis Comparison of DP cohort by year to whole year attendance % Discussed at weekly/fortnightly inclusion meetings	Update 12/16 and 03/17	Attendance officer and Inclusion centre team salary £7000
Behaviour	Behaviour /Achievement of DP group is maintained or improved from baseline of 3. DP students are not excluded more than whole cohort DP students behaviour is in line with the whole cohort	Consistent application of BfL policy Early practical intervention to support students and families through tutors, Heads of Learning and the Inclusion Centre Individual student support plans Homework club with targeted help Late bus Increased communication with parents	Behaviour /Achievement points & certificates No. on reports Detentions & types Exclusions & reasons Behaviour tracked by year group and DP termly	Update 12/16 and 03/17	Admin support to assist RLJ/HoL with monitoring behaviour Late bus Training for staff in early interventions £3465
Alternative curriculum	100% of students are following appropriate curriculum pathways	Source college placements/alternative provision/work experience opportunities for individuals	5 A*-C including EM CWA data	Update 12/16 and 03/17	TBC
Intervention: out of hours	DP student % involvement	Track attendance of students in extra-curricular activities (using SIMs Activities)	Attendance of DP students in extra-curricular activities		Admin support to monitor attendance at

	same or better than whole school	Late bus Encouragement by tutors for students who have previously not been engaged in any or many extra-curricular activities Encouragement by activity leaders of involvement by DP students where this has previously been low Text personal invitations to DP parents about extra-curricular activities	Impact on attendance/behaviour/achievement		extra-curricular activities £1000
Intervention: out of hours monitoring	Track attendance at extra-curricular activities	SIMS activities- a programme to track attendance at extra-curricular opportunities	100% of DP students involved in some form of extra-curricular activity. Text reminders to parents/carers	Update 12/16 and 03/17	£8000
Careers information, advice and guidance	100% of DP students in years 7-13 to receive appropriate impartial advice and support to guide them through their educational provision and transition post-16, post-18	HoL- IAG programme through tutor time and PSHE lessons TEF and the DHT to liaise once every half term to oversee provision. X2 meetings with external Careers advisor for years 9-13 DP/SEND/EHC students- transition action plans for Y8 onwards as they enter KS4 in preparation for option choices. Brilliance Club for Y9 students Y7-11 students invited to attend IAG after school club	100% of DP students to be engaged with studying or training at post-16 point (i.e. no NEETS)	Update 12/16 and 03/17	£7120

