

# Disadvantaged Pupil (DP) Strategy Review for Chenderit School

1. Summary information					
<b>School</b>	Chenderit School				
<b>Academic Year</b>	2018-19	<b>Total DP budget</b>	£	<b>Date of most recent DP Review</b>	01/19
<b>Total number of pupils</b>		<b>Number of pupils eligible for DP</b>	136	<b>Date for next internal review of this strategy</b>	

2. Current attainment			
	Pupils eligible for DP (your school)	Pupils not eligible for DP	Gap
<b>% achieving 4+ in English - 2018-19 (2017-18 figures)</b>	<b>63%</b> (59%)	<b>78%</b> (79%)	<b>15%</b> (20%)
<b>% achieving 4+ in Maths - 2018-19 (2017-18 figures)</b>	<b>56%</b> (41%)	<b>80%</b> (70%)	<b>24%</b> (29%)
<b>% achieving 4+ in English and Math – 2018-19 (2017-18 figures)</b>	<b>44%</b> (32%)	<b>78%</b> (65%)	<b>33%</b> (33%)
<b>Progress 8 score average – 2018-19 (2017-18 figures)</b>	-0.69 (-0.45)	0.05 (-0.04)	0.74 (0.41)
<b>Attainment 8 score average – 2018-19 (2017-18 figures)</b>	38.70 (36.84)	49.65(49.90)	10.95 (13.06)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
1.	Accurate literacy and SPaG written work (SPAG= spelling, punctuation and grammar)
2.	Motivation and aspiration
3.	Student engagement with curriculum provision and teaching and learning
4.	Improved attainment at GCSE

<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
5.	Attendance
6.	Access to the internet (ability to complete homework)
7.	Parental engagement

4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Monitor, evaluate and minimise differences at GCSE so DP students achieve in line with or above national average for all students	DP not sig-, Progress 8 (P8) to be a positive residual with the aspiration of 0.3 by 2020. Attainment 8 (A8) to be at or above national average.
<b>B.</b>	Students to achieve their EG or above in English and Maths	% of students to achieve 4/5 or better in English and Maths to be at or above national average/Students are at age-related expectations (ARE) or above.
<b>C.</b>	6 <sup>th</sup> form DP students to achieve their expected grades and intervention/support to be in place for those that need it	ALPs grades 1-3
<b>D.</b>	All students to have achieved a position progression placement (sixth form, college or an apprenticeship). For Y13 students to leave school with a university placement, form of training/apprenticeship or employment in place	Maintain % of students in sustained education, employment and training at 97% or better for all, and improve % of DP to be in line with national average (94% in 2015; Chenderit 2015 = 98%)
<b>E.</b>	Ensure the regular monitoring of student's attendance by providing weekly cumulative attendance print outs for all tutor groups for all tutors, Head of Learning (HoL) and MWW. Target students and their families and intervene with appropriate strategies which involve JMM and JVH to support to ensure attendance is on track.	Maintain high attendance for all students at 95% or better and close the gap between DP and non DP attendance to 2% or less
<b>F.</b>	To improve the P.A. attendance % across KS3/4 determined 6 times per academic year and target students regularly falling outside of this measure to ensure attendance regularly improves. Involve outside agencies to action fixed penalty notice (FPN) towards parents where attendance falls below the minimum guidelines as set out by the DfE.	Improve PA for all students to less than 10% and close the gap between DP and non DP attendance to 5% or less (2016 gap = 12.4%)

## Spending Allocation 2018-2019

Cost Centre	Predicted Spend
Educational Resources	£ 4,000.00
Careers and Educational Support	£ 8,000.00
PiXL	£ 3,200.00
Trips/Visits	£ 3,500.00
Non Staffing	£ 18,700.00
Staffing	£ 94,660.00
Total	£ 113,360.00

Review 2018-2019			
Previous Academic Year			
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
A. Monitor, evaluate and minimise differences at GCSE so DP students achieve in line with or above national average for all students	<p>DP progress in everyone's Appraisals</p> <p>Curriculum and guidance meetings have a focus on DP as necessary</p> <p>Y11 DP students have been identified and discussed in Department meetings – production of powerpoint giving T and L advice for these students collected from the experience of all staff.</p> <p>DP board in staffroom</p> <p>OUDES mentored Y10 DP this year and current Y11 received this mentoring when in Y10</p> <p>DP students are a key focus group for all staff. Staff are provided with names and photos of DP across all year groups and their individual barriers to learning, updated regularly and interventions planned in responses to CWA. Students are identified on seating plans and through planning strategies (AfL/Questioning)</p>	<p>All appraisal paperwork identifies the progress of DP students as a priority of the school and this includes the need to have DP students identified on the seating plans and key information regarding the students in each class. This has been regularly seen during lesson observations throughout the year.</p> <p>All Y11 students are identified and their picture and their predicted progress highlighted. This is sent to all members of staff and photos/information highlighted in the staff room as a constant reminder.</p> <p>T and L ideas have been discussed and shared in SIM meetings and Curriculum and Guidance meetings. The impact of all these actions is to keep the DP students high on the agenda and ensure their T and L needs are met in all lessons</p>	<p>These strategies will be continues this year and where individual issues/concerns are raised then additional support will be put into place on a case by case basis.</p>
B. Students to achieve their EG or above in English and Maths	<p>DP students receive additional lessons in English and Maths</p> <p>Breakfast revision session, with food provided, in place for all English, Maths and Science Exams. This expanded this year to incorporate History, MFL and Music.</p>	<p>All DP students in Y11 were either in the Maths or English additional revision sessions. The % DP students achieving a grade 4+ in English has increased (45% in 2017 compared to 59% in 2018. This has increased in English Language to 63% in 2019). The gap has also reduced between DP and Non DP students from 37% in 2017 to 20% in 2018 to 15% in 2019. (gap between DP and non DP 4+ in Maths 2017 was 36% compared to 29% in 2018). The % DP students achieving a grade 4+ in Maths has increased (41% in 2017 compared</p>	<p>The identification of some key students throughout Y11 has helps to cement the improvements seen over the last 3 years. DP students benefitted from having regular contact with the DP lead and also extra intervention from being involved in the boundary leapers programme</p>

		to 41% in 2018. This has increased in to 56% in 2019). The gap has also reduced between DP and Non DP students from 36% in 2017 to 29% in 2018 to 22% in 2019.	
C. 6 <sup>th</sup> form DP to achieve their expected grades and intervention/support to be in place for those that need it.	Students who have been working below target have been identified and meetings with parents have taken place	DP students at KS5 achieved results above their target and expected points score. Non DP students were in line with their targets and so the 5 DP students outperformed the rest of the cohort. The % A*-B target was 27%, whereas 43% was achieved by the DP students.	The 6 <sup>th</sup> form team to continue to support DP students in the same way as they have done this year. Contacting parents and putting students on contracts as appropriate.
E. (5) Ensure the regular monitoring of student's attendance by providing weekly cumulative attendance print outs for all tutor groups to tutors, HoL and MWW. Target students and their families and intervene with appropriate strategies which involve JMM and JVH to support to ensure attendance is on track.	<p>This has taken place with the relevant letters and meetings taking place when students fall below the set thresholds. This has included</p> <p>Same day calls about attendance.</p> <p>Integration programmes building to full time timetable (if appropriate)</p> <p>Personalised support</p> <p>Attendance and progress discussed with HoL, tutor and MWW</p> <p>Attendance discussed in fortnightly guidance meetings and home visits as necessary</p>	The PA for 2017-18 for the whole cohort was 12% compared to a national figure of 13.9%. The PA for this academic year is 9% and so there has been a significant improvement. The figure for the DP students is below the national figures slightly but cannot compare to national figures.	The strategies that have been put into place by the attendance team have been affective and should continue during the next academic year.
F.(5)To improve the P.A attendance % across KS3/4 determined 6 times per academic year and target students regularly falling outside of this measure to ensure attendance regularly improves. Involve outside agencies to action FPN towards parents where attendance falls below the minimum guidelines set out by	<p>This has taken place with the relevant letters and meetings taking place when students fall below the set thresholds. This has included</p> <p>Same day calls about attendance.</p> <p>Integration programmes building to full time timetable (if appropriate)</p> <p>Personalised support</p> <p>Attendance and progress discussed with HoL, tutor and MWW</p>	The P.A. terms 1 – 5 in 2017 was 14.6% In 2017-2018, during the same period the PA was 11.68% showing a decrease in PA of 2.92%. This is using internal data as a comparison. For the entire academic year 2016-2017 the % PA was reported as 14.2% compared to 13.5% nationally. If national figures remain fairly constant then the school's PA figure will be better than the national average.	The strategies that have been put into place by the attendance team have been affective and should continue during the next academic year.

	Attendance discussed in fortnightly guidance meetings and home visits as necessary		
<b>Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
A. Monitor, evaluate and minimise differences at GCSE so DP students achieve in line with or above national average for all students	VCerts- Health and Fitness and Business 100% of students are following appropriate curriculum pathways to improve their life  Consistency with marking policy Marking DP exercise books first Insist on detailed student feedback  Use of WAGOLLS (what a good one looks like)	100% pass rate on the VCerts  Marking has been reviewed throughout the year and there will be a renewed focus in the next academic year.  WAGOLLS are being produced by all departments and these are being shared in C and G meetings and eventually some are going into reports. Impact will be that students have a greater understanding of expectations	The use of English as a second Language for those student eligible should continue, as should the use of VCerts, where appropriate.
B. Students to achieve their EG or above in English and Maths	PiXL resources (WTM, apps, PLCs), PiXL Classrooms  Use of PiXL Code Read, Write, Inc. within catch up literacy lessons  Breakfast revision on the morning of exams  OUDEs interns to mentor DP students 3:1 in subject specialist areas Specialist trained TA to lead small group intervention	The PiXL resources were shared with all curriculum leaders and the use of these to improve teaching and learning will be used as appropriate.  Read Write inc was introduced into English lessons in the last 12 months and progress through this course has been good  Attendance at the breakfast revision sessions was good.  OUDE intern mentoring helped build relationships with the DP students.	Read Write inc is to be continued with Y7 being removed from English lessons for those requiring work on synthetic phonics.  Breakfast revision sessions to continue  OUDE mentoring to continue

<b>Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
<p>D. (2) All students to have achieved a position progression placement (sixth form, college or an apprenticeship). For Y13 students to leave school with a university placement, form of training/apprenticeship or employment in place</p>	<p>Specialist careers adviser to provide support to all DP students</p> <p>Provision of a varied programme of careers guidance and enrichment including trips and visits.</p> <p>100% of DP students are able to attend educational visits/residential/after school activities/music lessons</p> <p>Motivational speakers External speakers</p> <p>Parents invited by email and text to Help your child succeed (HYCS) events and Positively Mad workshops</p> <p>Invited to attend intervention meetings</p>	<p>All DP students received 3 sessions with a careers adviser. This resulted in 100% of DP students successfully applying for further education or training. This involved with several DP students going to open days and ensuring access to other educational and training establishments.</p> <p>External speakers (positively mad) were used to help motivate students and support parents.</p>	<p>This strategy clearly works and will be continued in the next academic year</p> <p>HYCS evening for Y11 was altered and a new format was put into place. This resulted in a turn out of over 70% of students and parents. This was an increase of participation by over 50%. A review has taken place and alterations are occurring for this academic year.</p>