

# Disadvantaged Pupil (DP) Strategy Review for Chenderit School

1. Summary information					
School	Chenderit School				
Academic Year	2019-20	Total DP budget	£113,360	Date of most recent DP Review	1/9/20
Total number of pupils	1065	Number of pupils eligible for DP	136	Date for next internal review of this strategy	N/A

2. Current attainment. This Data is not for the current academic year due to the government not publishing performance data this academic year due to COVID - 19			
	Pupils eligible for DP	Pupils not eligible for DP	Gap
% achieving 4+ in English - 2018-19 (2017-18 figures)	63% (59%)	78% (79%)	15% (20%)
% achieving 4+ in Maths - 2018-19 (2017-18 figures)	56% (41%)	80% (70%)	24% (29%)
% achieving 4+ in English and Math – 2018-19 (2017-18 figures)	44% (32%)	78% (65%)	33% (33%)
Attainment 8 score average – 2018-19 (2017-18 figures)	38.73 (36.84)	49.59(49.90)	10.86 (13.06)

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <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

<b>4. Desired outcomes</b> <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>	Sixth 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
<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	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%)

Review 2019-2020			
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 Teaching and learning advice for these students collected from the experience of all staff.</p> <p>DP board in staffroom</p> <p>OUDES mentored the current Y11 students in the last term of 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>Teaching and learning 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 teaching and learning needs are met in all lessons</p> <p>CWA grades were taken from work completed up to March 2020. These indicated that this cohort would achieve a P8 of +0.15 for the entire cohort and +0.21 for the DP students. DP students were on track to achieve better results than the rest of the cohort. Due to COVID-19 these results could not be externally verified. Throughout the entirety of Y11 the CWA and PG for DP students was above the rest of the cohort.</p>	These strategies will be continued this year and where individual issues/concerns are raised then additional support will be put into place on a case-by-case basis.
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	<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>	The attendance for 2017-18 for the non DP(7-11) was 95.5% compared to 92.6% for DP students, a gap of 2.9%, The attendance for 2018-19 for the non DP(7-11) was 96% compared to 94% for DP students, a gap of 2%. The attendance for 2019-20 for the non	The strategies that have been put into place by the attendance team have been effective and should continue during the next academic year.

<p>JMM and JVH to support to ensure attendance is on track.</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>	<p>DP(7-11) was 95% compared to 92.5% for DP student, a gap of 2.5%. This last figure is not a fair comparative due to enforced self-isolation and illness due to COVID – 19. The gap has remained relatively stable over 3 years and the national figure for attendance is 94.4%. The overall school attendance is above this and DP is moving in this direction. No national figure for DP attendance is published by the government.</p>	
<p>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>	<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>	<p>The PA for terms 1 – 6 in 2017-18 was 10.23%. In 2018-2019, during the same period the PA was 8.19% showing a decrease in PA of 2.04%. In 2019-2020, prior to lockdown, the PA was 10.97% showing a slight increase on PA. However, there had been a lot of absence due to COVID 19 so this is not necessarily a fair comparison. Nationally PA is 13.5% so the school has a PA below national average, even with the effects of COVID 19.</p>	<p>The strategies that have been put into place by the attendance team have been affective and should continue during the next academic year.</p>
<p><b>Targeted support</b></p>			
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>
<p>B. Students to achieve their expected grade or above in English and Maths</p>	<p>PiXL resources (WTM, apps, PLCs), PiXL Classrooms</p> <p>Use of PiXL Code Read, Write, Inc. within catch up literacy lessons</p> <p>OUDEs interns to mentor DP students 3:1 in subject specialist areas – did not occur for the current Y10 students but the Y11 students did participate last academic year.</p>	<p>The PiXL resources were shared with all curriculum leaders. These were used to improve and support teaching and learning. Read Write inc was introduced into English lessons in the last 12 months and progress through this course has been good For the group of students there was an average measured uplift of over 12 months, between June 2019 and January 2020. This equates to an increase of 5 months, once change in chronological age is taken into account. •</p>	<p>Read Write inc is to be continued with Y7 being removed from English lessons for those requiring work on synthetic phonics.</p> <p>Breakfast revision sessions to continue</p> <p>OUDE mentoring to continue</p>

		<p>The RWI programme of intensive support based on a phonics programme there was an average increase of 14 months in terms of reading age over a period of 6 months, from September to March, an average "catch-up" of 8 months (which is the same as was recorded in 2019)</p> <p>OUDE intern mentoring helped build relationships with the DP students for the current Y11 but this could not take place for the Y10 students last academic year. This could not take place because the mentoring scheme was due to take place from March to July and this could not happen due to COVID 19.</p>	
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**Other approaches**

<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.</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 attendance of over 70% of students and parents. This is consistent with the attendance from the previous year.</p>