

Disadvantaged Pupil (DP) action plan for 2016-17 and impact

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. 56% of all students nationally achieved 5A*-C including E&M (2015 data); 36% of DP students nationally achieved 5A*-C including E&M (2015 data) Chenderit DP students: 50% of DP students achieved 5A*-C including E&M (2016) meaning there was an attainment difference of 6%.

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.	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 Update: December 2016 and March 2017	All students received 1:1 meetings with tutor/HoL/AHT to draw up action plans to support Y11 outcomes.	Contribution towards salary of AHT £1000
Colleague carrying out NPQSL focusing on DP project	80:35 for our DP students. 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	Dare to Dream Y9-10 HA DP 1:1 mentoring (See HA DP questionnaire results)	Contribution towards salary of DP coordinator £1000
Identification of DP	80:35 for our DP students	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.	Mark DP student work first Track, monitor and evaluate direct support in lesson observations Update: December 2016 and March 2017	See next row	£50.00

		All teacher appraisal documentation to include DP as a focus			
Identification of DP- data analysis	80:35 ELP for our DP students	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 Update: December 2016 and March 2017	<p>Y7: 70% of DP at/+ ARE, 94% at/+ target in English. 67% at/+ ARE, 100% at/+ target in maths, 81% at/+ ARE and 97% at/+ target in science</p> <p>Y8: 68% at/+ ARE and 86% at/+ target in English, 54% at/+ ARE and 75% at/+ target in maths, and 83% at/+ ARE and 90% at/+ target in science</p> <p>Y10: Predicted GCSE grades for DP students are comparable in all core subjects.</p> <p>100% of DP students left with GCSE qualifications. 46% of the DP students achieved 5+ GCSEs at C/4 or above.</p> <p>65% of DP students had an aspirational target of 4+ in English.</p>	Contribution towards Data Manager salary £1000

				<p>76% of these students achieved a 4/+ and 59% achieved 5+ 79% of DP students had an aspirational grade of 4+ in Maths. 53% of these students achieved 4+. 26% of these students achieved a 5+.</p> <p>An additional DP student with a much lower EG achieved a 4. 4% of DP students failed to achieve their 7-9 target grade (non-DP was also 4%).</p> <p>2% difference between achievement of DP and non-DP achieve grades 5-9.</p> <p>A Level results- 18% of DP Y13 students achieved A*- (target 0%), 32% achieved A*-B against a target of 38% and 100% achieved A*-C</p>	
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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: December 2016 and March 2017	4i analysis completed by E&M staff and Y11 tutors (tracking progress).	N/A
Curriculum, Teaching and Learning					
Curriculum provision	80:35 ELP for our DP students	<p>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.</p> <p>PIXL subscription and attendance at conferences to identify areas for development</p> <p>Investigate KS4 alternative pathway for 2016-17 for pupils at high risk of Managed Move or Exclusion protocols</p>	Track and monitor student engagement with new curriculum in lesson observations Update: December 2016 and March 2017	<p>PixL provision: invite students to online webinars for E&M</p> <p>Use of 7-9/A/A* resources for more and most able DP students in all subjects</p> <p>100% of DP students left with GCSE qualifications. 46% of the DP students achieved 5+ GCSEs at C/4 or above.</p> <p>65% of DP students had an aspirational target of 4+ in English. 76% of these students achieved a 4/+ and 59% achieved 5+. 79% of DP students had an aspirational grade of 4+ in Maths. 53% of these</p>	£3000

				<p>students achieved 4+. 26% of these students achieved a 5+.</p> <p>An additional DP student with a much lower EG achieved a 4.</p> <p>4% of DP students failed to achieve their 7-9 target grade (non-DP was also 4%).</p> <p>2% difference between achievement of DP and non-DP achieve grades 5-9.</p>	
Intervention in English	<p>Gap between DP and Non-DP cohorts in English reduces.</p> <p>2015 gap</p> <p>2016 A*-C gap closed- 83.3% of students expected to achieve A*-C.</p> <p>Target met (non-DP 80%)</p> <p>ELP of 3% for 3+ gap between DP and non-DP</p>	<p>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.</p> <p>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</p>	<p>4i analysis</p> <p>CWA analysis</p> <p>Update: December 2016 and March 2017</p>	<p>100% of DP students left with GCSE qualifications. 46% of the DP students achieved 5+ GCSEs at C/4 or above.</p> <p>65% of DP students had an aspirational target of 4+ in English.</p> <p>76% of these students achieved a 4/+ and 59% achieved 5+</p>	<p>£900</p> <p>£28000</p>

		between DP and Non-DP cohorts in English reduces.		Interventions: Boundary leapers identified Y11 DP students invited to most appropriate English intervention. 8 students attended additional English intervention. Easter school for Lit and Lang Sunday WTM arranged 4/6/17 and 11/6/17	
Intervention in Maths	Gap between DP and Non-DP cohorts in Maths reduces by 5% from 2016 gap of 10%.	Appointment of an additional Maths teacher to enable additional extraction of SP 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: December 2016 and March 2017	Tutor time maths Easter school for Maths Maths: students are having additional lessons with HoD in core PE/PSHE slots. 2% difference for DP students against non-DP (grades 4-9) And 4% gap for grades 7-9.	28000
Literacy interventions	All students to be able to paragraph, use a wide range of punctuation and	All DP students have reading and spelling ages tests in September of every academic year. All students with literacy difficulties	4i analysis CWA analysis Update: December 2016 and March 2017	57% of Y7 students are at or above age related expectations.	£1000

	write using Standard English.	will be identified and further assessment/intervention can be arranged. Small group teaching		85% of students are at or above their target grade.	
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 gap between DP and Non-DP students making 80% of DP students make 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. 2016 gap 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>	<p>97% DP students are able to access Show my homework outside of school.</p> <p>100% of DP students invited to attend voluntary homework club. Voluntary homework club well attended by DP/catch up students.</p>	<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>

<p>Teaching and Learning: Revision</p>	<p>DP students' are well supported in revising for end of year exams in all years and as a result the gap 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>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 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>Individual student revision plans</p> <p>Additional targeted learning/revision carried out by students (e.g. Sam Learning / My Maths work)</p> <p>CWA grades after exams Update: December 2016 and March 2017</p>	<p>100% of DP students are accessing the 'Passport to Success' initiative to encourage them to attend revision.</p> <p>English, Maths and Science revision sessions in tutor time for Y11.</p> <p>100% of DP students left with GCSE qualifications. 46% of the DP students achieved 5+ GCSEs at C/4 or above.</p> <p>65% of DP students had an aspirational target of 4+ in English.</p> <p>76% of these students achieved a 4/+ and 59% achieved 5+</p> <p>79% of DP students had an aspirational grade of 4+ in Maths.</p> <p>53% of these students achieved 4+. 26% of these students achieved a 5+.</p>	<p>Revision guides & support materials</p> <p>Contribution towards mentoring time across all year groups</p> <p>£5,000</p>
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				An additional DP student with a much lower EG achieve a 4. 4% of DP students failed to achieve their 7-9 target grade (non-DP was also 4%). 2% difference between achievement of DP and non-DP achieve grades 5-9.	
Enrichment	100% of DP students are able to attend educational visit /residential	Educational visits 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.	Finance manager tracks the attendance of DP students on educational visit/residentials Update: December 2016 and March 2017	100% of DP students have attended at least one educational visit/ residential during the academic year.	TBC but the figure last year was £7860 (depends on cohort and option choices)
Teaching and Learning bulletin	Highlighting strategies to support DP students within lessons	Fortnightly bulletin highlighting best practice teaching and learning examples	CWA Quality first teaching Update: December 2016 and March 2017	Majority of lesson observations are graded at a 2. Students are receiving a good education	N/A
KS4 tracking- achievement of Yr11 DP students	Gap between DP and non- DP cohort making 80:35 ELP/ 5 A*- C EM narrows	Weekly tracking meetings for Y11 DP students in En & Ma with targeted interventions Mock exam resits Sept 2016 with parent/student follow up meetings	Reporting CWA points & intervention plans Targeted students attend interventions	SLT, TEF and DMC have a Y11 data booklet (with photos) to track progress and raise motivation.	Time for weekly tracking sessions, parent meetings and support plans £2000

	<p>further from 10% to 5%.</p>	<p>Focus on achievement of 11 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>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 Update: December 2016 and March 2017</p>	<p>More and most able DP students- E and M revision packs and motivational assembly</p> <p>Easter school arranged for English, Maths and Business</p> <p>All DP students have received achieved achievement discussion with HoL and tutor.</p> <p>Parental meeting and support plans for Y11 DP 100% of DP students left with GCSE qualifications. 46% of the DP students achieved 5+ GCSEs at C/4 or above.</p> <p>65% of DP students had an aspirational target of 4+ in English. 76% of these students achieved a 4/+ and 59% achieved 5+</p>	<p>Holiday, weekend and summer school in English/Maths/Science</p> <p>£1000</p>
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				<p>79% of DP students had an aspirational grade of 4+ in Maths. 53% of these students achieved 4+. 26% of these students achieved a 5+.</p> <p>An additional DP student with a much lower EG achieved a 4. 4% of DP students failed to achieve their 7-9 target grade (non-DP was also 4%).</p> <p>2% difference between achievement of DP and non-DP achieve grades 5-9.</p>	
Personal development, behaviour and welfare					
Attendance	Attendance of every DP student is 95%+	<p>Monitoring of DP attendance by year group and individual ensures swift intervention.</p> <p>Tutor and HoL intervention</p> <p>Attendance interview</p> <p>Uniform support</p> <p>Travel support</p> <p>Parental support</p>	<p>% attendance of each DP student in monthly analysis</p> <p>Comparison of DP cohort by year to whole year attendance %</p> <p>Discussed at weekly/fortnightly inclusion meetings</p> <p>Update: December 2016 and March 2017</p>	Ofsted 2017: The proportion of disadvantaged pupils who are persistently absent from school shows a significant reduction from last year.	<p>Attendance officer and Inclusion centre team salary</p> <p>£7000</p>

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: December 2016 and March 2017	DP students are achieving more positive logs on SIMs in comparison to non-DP 50% of DP students (against non-DP) were given an internal exclusion Same no. of DP students were excluded in term 4 as non-DP	Admin support to assist RLJ/HoL with monitoring behaviour Late bus Training for staff in early interventions £3465
Alternative provision	100% of students are following appropriate curriculum pathways	Source college placements/work experience opportunities for individuals	5 A*-C including EM CWA data Update: December 2016 and March 2017	3 DP students took a VCert in Health and Fitness. All passed. 2 DP students took an IGCSE English 2 nd Language GCSE to improve life chances- 1 student met EG and the other student achieved their highest grade from the additional qualification.	TBC
Intervention: out of hours	DP student % involvement same or better than w/s	Track attendance of students in extra-curricular activities (using SIMs Activities) Late bus	Attendance of DP students in extra-curricular activities	Weekly texts being sent to students about revision and revision schedules	Admin support to monitor attendance at extra-curricular activities £1000

		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 Update: December 2016 and March 2017	are being posted home.	
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: December 2016 and March 2017	100% of DP students were involved in extra-curricular activity (homework club, revision, MTS, music lessons, theatre trips).	£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 overview 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.	100% of DP students to be engaged with studying or training at post-16 point. Update: December 2016 and March 2017	100% of Y11 DP students have received 3 hours of 1:1 careers guidance. NEET figure 0%. All have achieved a position progression placement (e.g. college, sixth form or apprenticeship). Y10 DP appointments are being scheduled. Y7-11 DP HA IAG club- well attended by	£7120

				<p>KS3 students on a regular basis. Students have received talks from: a midwife, psychologist, editor of a magazine, careers advisor and have created a careers profile on U Start. Outreach Oxford university visit to school Educational visit to Oxford University</p>	
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