

Disadvantaged Pupil Plan 2015-16

Number of disadvantaged students: 84

Total funding: £81,345

Area	Target	Intervention	MER	Impact	Funding
Monitoring of DP strategy by DHT	Targets outlined below are met due to relentless MER.	Oversight of all interventions and their impact on DP students	All strategies are tracked, monitored, evaluated and amended to maximise impact	Student voice data: DP students are 1.1% more positive than non-DP students with regards to achievement of pupils, 1.4% more positive than non-DPP about the quality of teaching provision. 2.5% more DP students feel they are encouraged to behave well in school, in comparison to their peers. More DP students feel that teachers help them understand the importance of working hard and their future than non DP students	Contribution towards salary of DHT £4,000
Attendance	Attendance of every DP student is 95% + DP cohort in each year group has the same or better	Monitoring of DP attendance by year group and individual ensures swift intervention Tutor and or Head of Year intervention Attendance interview	% attendance of each DP student in monthly analysis Comparison of DP cohort by Year to whole year	94.9% overall attendance for KS3-4 (DP and All) National average is 5.2% overall absence. School average sessions missed 4.8%	Attendance Officer and Inclusion centre team £13,000

	attendance than the year group	Uniform support Travel support Parental support	attendance percentage Discussion at inclusion meetings Ragged inclusion spreadsheet	DP absence is 7.1% against a national figure of 7.5%.	
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.</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>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>50% of DP students achieved 5A*-C against an aspirational target of 66% Only two students didn't achieve the 5A*-C measure. Both case studies are available.</p> <p>2% difference between DP and non DP for girls 5 A*-C EM.</p> <p>No difference between DP and non DP for boys.</p> <p>DP average for homework grades was higher for every year group in comparison to their peers. Homework is reported using the following grades: 1 outstanding, 2 good, 3 satisfactory, 4 inadequate</p> <p><u>Y7</u> All: 2.06 DP: 2.01</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>£6,000</p>

				<p><u>Y8</u> All: 2.56 DP: 2.50</p> <p><u>Y9</u> All: 2.38 DP: 2.60</p> <p><u>Y10</u> All: 2.25 DP: 2.44</p> <p><u>Y11</u> All: 2.68 DP: 2.41</p> <p>Compulsory and voluntary homework club was well attended. 65% of DP students attended</p> <p>12.1% increase from 2014-15 in DP satisfaction with homework providing appropriate challenge according to student survey</p> <p>2% increase from 2014-15 in DP students completed all homework in allocated time according to student survey</p>	
Revision support	DP students are well supported in revising for end of	Heads of Learning provide additional support in planning and reviewing	Individual student revision plans	50% of DP students achieved 5A*-C against an aspirational target of 66% Only two students	Revision guides &

	<p>year exams in all years and 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.</p>	<p>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>Additional targeted learning/revision carried out by students (e.g. Sam Learning / My Maths work)</p> <p>CWA grades after exams</p>	<p>didn't achieve the 5A*-C measure. Both case studies are available.</p> <p>DP cohort averaged 5.6 GCSEs A*-C; 4 students achieved 8+ A*-C GCSEs allowing them to access sixth form and college courses. 1 student has gone onto an apprenticeship.</p> <p>100% of targeted DP Y10 students received support from OUDEs student teachers, focusing on revision strategies and approaches to learning. 80% of students achieved expected progress in mock exams.</p> <p>100% of students have attended revision sessions after school in the core subjects of E, M and Sci. 54% of students attended revision sessions in half term to help prepare them for their English exam. 100% of students attended breakfast revision sessions on the morning of their core GCSE exams. 91% of students attended before school</p>	<p>support materials</p> <p>Contribution towards mentoring time across all year groups</p> <p>£3,300</p>
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				<p>small group maths intervention sessions.</p> <p>100% of students that arrive to school on the bus accessed our late bus so they could attend revision classes/extra- curricular activities after school.</p>	
Achievement in English and Maths	<p>Appointment of an additional English and 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 these subjects reduces. See baseline and outcome data in Homework</p>	<p>Appoint additional teacher of English and Mathematics</p>	<p>4i analysis CWA analysis</p>	<p>83% of students achieved A*-C in English (target 83%) against non- DP of 78.6%.</p> <p>70% of non- DP made 3+ ELP in English. 67% DP students made 3+ ELP. (Difference of 3%).</p> <p>65% of non- DP made 3+ ELP in Maths. 50% DP made 3+ ELP in Maths.</p> <p>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)</p>	£38,745

<p>Achievement of Y11 DP students</p>	<p>Gap between DP and non DP cohort gaining 5A*-C EM narrows further from 23% (2015) and 32% (2014)</p>	<p>Year 11 (11 students) Weekly tracking meetings for Y11 DP students in En & Ma with targeted interventions from Spet 2015</p> <p>Mock exam resits Sept 2015 with parent/student follow up meetings</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</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>	<p>50% of DP students achieved 5A*-C against an aspirational target of 66% Only two students didn't achieve the 5A*-C measure. Both case studies are available.</p> <p>DP cohort averaged 5.6 GCSEs A*-C. 4 students achieved 8+ A*-C GCSEs 83% of students achieved A*-C in English (target 83%) against non- DP of 78.6%.</p> <p>58.3% of students achieved A*-C in Maths (target 75%). 2 students missed their A*-C grade in Maths (1 student is having a paper remark and the other student is a case study student).</p> <p>Work scrutiny scores demonstrate that 72% of DP students are engaging more closely with teacher feedback.</p> <p>Student forum results demonstrate that students do feel class work is marked promptly and provide helpful</p>	<p>Time for weekly tracking sessions, parent meetings and support plans</p> <p>Holiday, weekend and summer school in En/Ma/Sci</p> <p>Lead for mentoring</p> <p>£500 (Funded by RTTT project)</p>
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		<p>have attended appropriate additional after school sessions</p> <p>Appointment of lead for mentoring DP students in year 10 throughout the year, including study and revision support and IAG</p>		<p>feedback. DP students are 5.3% more positive about teacher feedback than their peers</p> <p>At the beginning of the project the gap between DP and non-DP for 5A*-CEM was 23%; it is now 10%. Pleasingly, DP students are outperforming non-DP students for those achieving 4/+ ELP in English (by 12%) and are achieving the same as their peers in maths, for the same measure.</p> <p>50% of parents attended our 'Help your child succeed' evening; previously only 10% of DP parents attended these events.</p> <p>Improved communication between school and parents (via emails and texts) have supported this, and this is shown too in the student survey; more students feel their parents are kept well informed about their progress.</p> <p>HoDs and Hols led mentoring.</p>	
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				2016-17- colleague completing the NPQSL with a focus on DP students	
Achievement of Y10 DP students	<p>Gap between DP and non DP cohort gaining 5A*-C EM narrows further from 23% (2015) and 32% (2014)</p> <p>Gap between Progress 8 score for DP and non-DP cohort narrows</p>	<p>Year 10 (24 students) Catch-up programmes for students who did not make 2 LP by end Y9 English – 11 students Maths – 17 students Science – 13 students</p> <p>Appointment of lead for DP students for English, Maths and Science to lead targeted interventions for 1 term (Autumn – Maths, Spring – Science, Summer – English) to include meetings for parents and students, mentoring, provision of additional targeted study and revision resources and additional lessons outside school hours)</p> <p>Appointment of lead for mentoring DP students in</p>	<p>Reporting CWA points</p> <p>Targeted students attend interventions</p> <p>MER quality of interventions</p> <p>Pupil voice</p> <p>Work scrutiny</p>	<p>100% of students attended interventions with OUDEs interns and discussed revision, attitudes to learning and IAG thus raising aspiration.</p> <p>HoDs led targeted interventions during 2015-16. 2016-17- colleague completing the NPQSL with a focus on DP students</p> <p>All DP students will receive a 1:1 intervention meeting with an AHT, HoL or HoD to discuss academic progress. Parents/carers attend these meetings and a personalised action plan is drawn up. Further meetings are organised to track in-year progress.</p>	<p>Leads for English, Maths, Science and mentoring</p> <p>£2,000 (Funded by RTTT project)</p>

		year 10 throughout the year, including study and revision support and IAG			
	In English, Maths & Science the gap between DP and non-DP students achieving 1 level of progress 1.33+ levels of progress narrows from 2015	<p>Year 7</p> <p>Regular analysis of CWA grades for DP students with interventions from teachers and tutors where students are not on track</p> <p>15 DP students attend summer school in order to help them to settle more quickly into secondary school and to make rapid progress</p> <p>8 DP students included in Catch-up programme to develop literacy and/or numeracy skills</p> <p>11 DP students with reading ages of below 11 years given graded support with reading</p>	<p>Reporting CWA points</p> <p>LS unit assessments for Maths support</p> <p>Reading diary monitored weekly</p> <p>Reading age assessed 2 times per year</p>	<p>7 Y7 students made 1 or more full level of progress in English.</p> <p>3 Y7 students made 1 or more full level of progress in Maths</p>	<p>Separate group teaching for catch-up DP students (4 hours per week for English and 2 hours per week for Maths)</p> <p>Monitoring reading and training of 6th form reading mentors</p> <p>Purchase of books with appropriate reading and interest ages and reading diaries</p> <p>£7,000 Contribution towards these</p>

					provisions. Catch-up monies also contribute towards these provisions
Behaviour	Behaviour /Achievement of DP group is maintained or improved from baseline shown below table 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	Average DP scores for behaviour in most recent reporting cycle shows that DP students in all year groups have better behaviour scores than their peers. (same grading system as homework) <u>Y7</u> All: 2.27 DP: 2.16 <u>Y8</u> All: 2.08 DP: 2.02 <u>Y9</u> All: 2.99 DP: 2.87 <u>Y10</u> All: 2.89 DP: 2.59 <u>Y11</u>	Admin support to assist XX with monitoring behaviour and organising PSPs CRC staff Late bus Training for staff in early interventions £5,300

				All: 3.05 DP: 3.00	
Extra- curricular	DP student % involvement same or better than w/s	Track attendance of students in extra-curricular activities 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	Attendance of DP students in extra-curricular activities Impact on attendance/behaviour/achievement	Student survey shows a 5.5% positive increase in DP students' perceptions (opportunities to take part in extra-curricular activities) DP students are 4.7% more enthusiastic about taking up opportunities that non-DP students.	Admin support to monitor attendance at extra-curricular activities £500 (Funded by RTTT project)
IAG, not NEET	Aspiration leads to increased Achievement /attendance and behaviour No DP students NEET	Raise aspiration events Development of network of Alumni to support DP students Targeted IAG Learning mentor Contacts/Experiences	Aspirations/plans Impact on attendance/behaviour/achievement	Behaviour: Y11DP average of 3.00 against average of 3.05. No DP NEET students- all students are scheduled to go to into sixth form, college or an apprenticeship. 27% of current DP year 11 students applied to do work experience. Our school policy states that work experience is completed in year 12; these year 11 students applied to the	Professional guidance for DP students from Year 7 upwards £4,000

				<p>head to have the opportunity of work experience, demonstrating their initiative and drive. One student went to a veterinary surgery.</p> <p>100% of year 12 DP students are undertaking work experience in a range of settings during the summer term and 100% of year 13 DP students completed work experience.</p>	
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