

Disadvantaged Plan Sep 2016 – Aug 2017

For the academic year 2016/17 just over 25% of our pupils are classed as 'disadvantaged'; this means we have £123,420 to invest in providing a high quality education for all.

	Pupils	Disadvantaged	Proportion
Year 7	144	33	22.9%
Year 8	145	32	22%
Year 9	117	36	30.7%
Year 10	120	35	29.1%
Year 11	136	33	24.2%
Total	662	169	25.5% (correct on 1 st October 2016)

The plan is to narrow the gap in attendance, academic progress and social development between disadvantaged students and non-disadvantaged students as detailed below and has been split into 5 key areas following on from an evaluation of the 2015/16 plan and the Summer 2016 results

In order to ascertain the effectiveness of the plan, the school will focus on the following priority areas:

Priority number 1 is to reduce the academic gaps between disadvantaged students and non-disadvantaged students within our school. This will automatically then help reduce the gaps against national data. The target is to reduce the gap in progress 8 of -0.54 and the basics gap of -34.1 as well as the VA gap of -28.5, all of which were closed compare during the academic year 2015/16 v 2014/15.

Priority number 2 is to reduce the attendance gap, we reduced it last academic year from -3.42 to -2.94% between disadvantaged students and non-disadvantaged students within our whole school. This will automatically help reduce the gaps against national data. The target is to reduce the -2.94% gap from the academic year 2015/16.

Priority number 3 is to increase the social development of disadvantaged students by reducing the amount of time they spend out of lessons.

	2014 Exams			2015 Exams			2016 Exams		
	Pupil Premium (33)	Not Pupil Premium (150)	Gap	Pupil Premium (31)	Not Pupil Premium (127)	Gap	Pupil Premium (30)	Not Pupil Premium (138)	Gap
Progress 8				-0.28	0.52	-0.8	-0.32	0.22	-0.54
Attainment 8				42.52	56.94	-14.42	41.87	55.63	-13.76
Basics 2 A*-C in En & Ma				35.5	75.6	-40.1	33.3	67.4	-34.1
% 5 A* - C	64	85	-21	67.7	88.2	-20.5	46.7	79	-32.3
% 5 A* - C inc E & M	48	64	-16	22.6	61.4	-38.8	26.7	62.3	-35.6
VA	1000.4	1013.7	-13.3	984.1	1026.1	-42	996.4	1024.9	-28.5
% A* - C English	48	65	-17	41.9	70.9	-29	36.7	66.7	-30
% A* - C Mathematics	64	87	-23	58.1	81.9	-23.8	40	74.6	-34.6
Exp Prog in English	27	58	-31	57.1	69.6	-12.5	50	63.7	-13.7
Exp Prog in Mathematics	66	85	-19	51.7	76.4	-24.7	40	73.5	-33.5

1. Actions focused on learning in the curriculum affecting directly in the classroom

Activity	Year	When	Action	Impact	Evidence
Each year group will have a TA responsible for attendance intervention	7-11	All year	TA staff to reward/sanction attendance as appropriate following plan devised by DP	To improve attendance of disadvantaged individuals within each year group	To reduce attendance gap of -2.94%
SLT salary	7-11	All year	M Cunliffe appointed to SLT to oversee the disadvantaged plan as part of his role	Enhanced provision for disadvantaged students to improve attainment, attendance and social element of education	To reduce the progress 8 gap of -0.54 To reduce basics gap of -34.1 To reduce VA gap of -28.5 To reduce attendance gap of -2.94% To increase social development of disadvantaged students.
Smart seating plan	7-11	All year	Staff to use Smart seating as part of their teaching	Disadvantaged students to be monitored more closely and intervention put in place.	To reduce the progress 8 gap of -0.54 To reduce basics gap of -34.1 To reduce VA gap of -28.5
European driving licence GCSE equivalent qualification	11	Dec 2016	ECDL to be delivered to identified cohort	Cohort to improve academic profile	To reduce the progress 8 gap of -0.54 To reduce VA gap of -28.5
Employment of a Key Stage 2 specialist	7-11	All year	To deliver accelerated learning in years 7 and 8 for Maths and English. To intervene with other targeted disadvantaged students in years 9-11	Accelerated improvement in Maths and English for lower ability pupils in KS3 identified as catch up (see plan)	To put in place a programme for Sep 2017 a programme for making our students 'secondary ready' whilst accelerating reading/maths skills for 'catch up' students To reduce the progress 8 gap of -0.54 To reduce basics gap of -34.1 To reduce VA gap of -28.5
English support	8-11	All year only on a Wednesday, TT to be re-assessed at half term	G Williams to work alongside J Daly who timetables her each half term.	To improve English provision for pupils outside of core lessons	To reduce academic gap, % of A*-C in English of -30 Reduce expected progress result of -13.7
Maths Support	11	All Year	To bring in a teacher to deliver extra Maths during core PE to identified cohort	To improve Maths provision for pupils outside of core lessons	To reduce academic gap, % of A*-C in English of -34.6 Reduce expected progress result of -33.5
Maths Support	11	All Year	To purchase for disadvantaged students revision guides	To improve Maths provision for pupils outside of core lessons	To reduce academic gap, % of A*-C in English of -34.6 Reduce expected progress result of -33.5

CDT	7-11	All year	Provide Disadvantaged pupils with resources required to participate in technology lessons	Pupil's self-esteem is not affected by lack of participation in the curriculum where resources are required.	LOP scores to increase in Technology
Attendance rewards/supply for panel meetings	7-11	All year	TA staff to reward/sanction attendance as appropriate following plan devised by DP	To improve attendance of disadvantaged individuals within each year group	To reduce attendance gap of -2.94%
remarks	11	Aug 2017	To pay for remarks of those identified as borderline	Greater exam results for disadvantaged	To reduce the progress 8 gap of -0.54 To reduce basics gap of -34.1 To reduce VA gap of -28.5
1 day Maximise exam skills motivational session	10/11	TBC	Guest presenter to work with up to 55 students in years 10 and 11 on exam skills	Greater exam results for disadvantaged	To reduce the progress 8 gap of -0.54 To reduce basics gap of -34.1 To reduce VA gap of -28.5

2. Actions focused on social, emotional and behavioural issues intended to address barriers to learning

Activity	Year	When	Action	Impact	Evidence
Educational psychologist	7-11	All year	On average 10 pupils access this per year	Improved social element of disadvantaged students school lives as they will have priority access	Improved social element of disadvantaged students school lives
Parenting 2000/School counsellor	7-11	All year	To allow access to this (statutory requirement)	Parents/Students have priority access to school counsellor and Parenting 2000	Register of those accessing
Sefton wellbeing workshops	7-9	All year	Identified students undertake therapeutic sessions	Improved social element of disadvantaged students school lives	Improved social element of disadvantaged students school lives

3. Actions focused on enrichment beyond the curriculum intended to extend the learning offer beyond the curriculum

Activity	Year	When	Action	Impact	Evidence
Residential/educational trips	7-11	During academic year	Visits to overnight trips and/or educational trips	Students to experience overnight trip to develop socially educational trip to develop mentally	D attendance at trips, registers to be taken for future comparison
D of E	9-11	All year	To open up the course to around 4 identified students (by HOY/Learning mentor	To develop student socially and give them with many transferable skills. Nationally recognised qualification	D attendance registers to be taken for future comparison, as well as number gaining qualification
Extra-curricular clubs	7-11	All year	Extra-curricular clubs to be supported financially	Students develop socially	D attendance registers to be taken for future comparison
Breakfast bars	7-11	All year	Bars bought to provide those that need it sustenance for the day	Students to feel part of the community and be prepared for the day	
Peripatetic music	7-11	All year	Students receive free music lessons	Students to feel part of the community	

4. Actions focused on families and communities intended to help parents provide a better support to their children by engaging them in their learning

Activity	Year	When	Action	Impact	Evidence
Uniform	7-11	All year	Disadvantaged students to receive 10% discount on all uniform/PE kit bought from the school uniform shop	An increased feeling of being settled and prepared for school	Positive feedback from parents/guardians
Travel passes	7-11	All year	Pass available if required on average 1 per year	BB to liaise with MC	Improved attendance of any student in receipt of pass.
QDP surveys	7-11	All year	Online survey tool purchased	Difficult to measure areas can be evaluated by stakeholders within the school	

5. Alternative learning pathways and curricular providing alternative to learners who are having difficulty with traditional learning pathways

Activity	Year	When	Action	Impact	Evidence
Alternative curriculum	9-11	All year	Money to go towards alternative provision	Retention of pupils	To avoid permanent exclusion of disadvantaged students.
Employment of Internal exclusion coordinator	7-11	All year	¾ of wages to be paid for BB to specifically target disadvantaged students during lessons based on prior data	Reduced disadvantaged students visits to ICE v non-disadvantaged students compared to last year's data by devising a plan for proactively visiting lessons of disadvantaged students	<p>To reduce ICE being used by disadvantaged students compared to 2015/16 figures.</p> <p>Term 1a 2015 (37 days) ICE used 39 times By PP students 18 times (46%) 3 PP pupils account for 28% of whole school and 66% of PP uses of ICE</p> <p>Term 1b 2015(35 days) ICE used 64 times By PP students 27 times (42%) 2 PP pupils account for 28% of whole school and 66% of PP uses of ICE</p> <p>Term 2a 2015 (29 days) ICE used 54 times By PP students 21 times (39%) 3 PP pupils account for 17% of whole school and 43% of PP uses of ICE</p> <p>Term 2b 2015 ICE used 52 times By PP students 24 times (46%) No significant data for repeat offenders, no PP pupil with more than 3 visits to ICE during the half term</p> <p>Term 3a 2015 ICE used 32 times By PP students 15 (46%) 3 PP pupil accounts for 28% of whole school and 60% off PP uses of ICE PP use of ICE drops to 26% if you remove that 1 pupil.</p> <p>Term 3b 2015 ICE used 23 times By PP students 8 (34%) 3 pp pupils account for 26% of whole school and 75% of pp uses of ICE. PP use of ICE drops to 9% if you remove those 3 pupils.</p>