

### 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.

- Yr 7 – 144 pupils – 33 are disadvantaged = 22.9%
- Yr 8 – 145 pupils – 32 are disadvantaged = 22.0%
- Yr 9 – 117 pupils - 36 are disadvantaged = 30.7%
- Yr 10 – 120 pupils – 35 are disadvantaged = 29.1%
- Yr 11 – 136 pupils – 33 are disadvantaged = 24.2%
- Totals – 662 pupils – 169 are disadvantaged = 25.5% (correct on 1<sup>st</sup> 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	Tracking 1 Autumn Tracking 2 Spring Tracking 3 Summer	Cost
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%		£4,184
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.		£10,500
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		£2500 (3 year licence starting Sep '16)
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		£3000 (5 days supply, tests, registering etc)
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		£38,525
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	-	£10000
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		£6000
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		£250
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		£1000
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%		£2000
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		£1000
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		£900

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

Activity	Year	When	Action	Impact	Evidence	Cost
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	£2000
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	£5000 to supplement
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	£1000

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

Activity	Year	When	Action	Impact	Evidence	Cost
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	£2000
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	£1000
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	£4000
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		£400
Peripatetic music	7-11	All year	Students receive free music lessons	Students to feel part of the community		£1200

**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	Cost
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	£2000
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.	£450
QDP surveys	7-11	All year	Online survey tool purchased	Difficult to measure areas can be evaluated by stakeholders within the school		£400

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

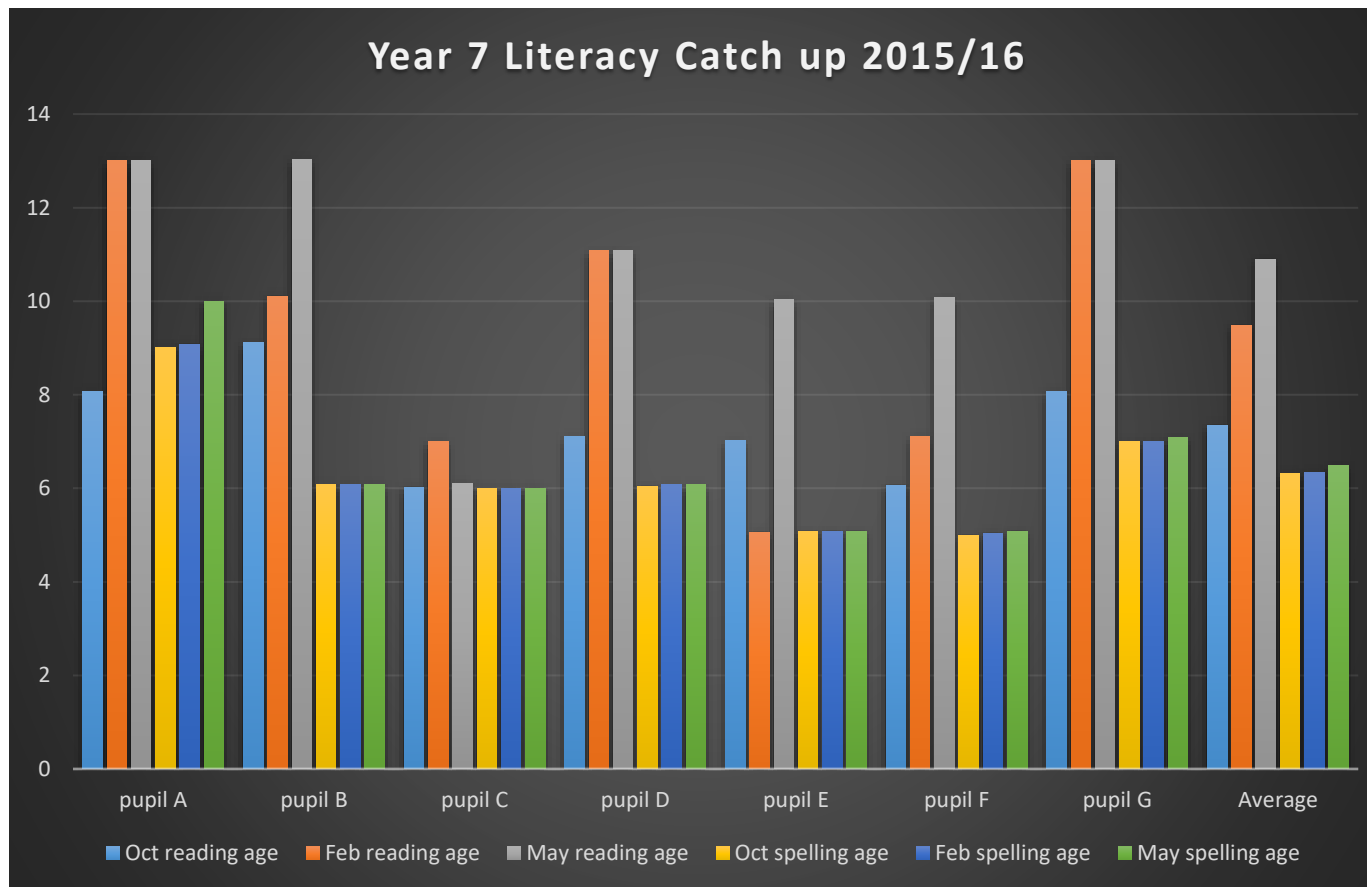
Activity	Year	When	Action	Impact	Evidence	Cost
Alternative curriculum	9-11	All year	Money to go towards alternative provision	Retention of pupils	To avoid permanent exclusion of disadvantaged students.	£5000
Employment of Internal exclusion coordinator	7-11	All year	¾ of wages to be paid for BB to specifically 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</p>	£18,794

					<p>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% of 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>	
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**Catch up premium Plan Sep 2016 – Aug 2017**

Activity	Year	When	Action	Impact	Evidence	Cost
Students identified as 'not secondary ready' to receive bespoke Maths and English programme delivered by a KS2 specialist	7/8	All year	RB to deliver bespoke curriculum to accelerate learning in Maths and English for identified students	Improved learning for identified students to close the gaps in learning to non-identified students	Students LOP?	£0 see Disadvantaged plan section 1.
Lexia English reading programme	7/8/9	Delivered in lessons by RD and in form time by TA's for those RD does not teach	RB to target pupils post assessment	Improve reading ages of those students assessed as 'not secondary' ready	Improved chronological reading ages compared to starting point	£4,700 up front for 3 years
Paired reading scheme	7	Term 1b onwards	Targeted pupils read with senior prefects and TA's for around 90 minutes extra a week	TA support during 2 form times a week and after school, parental engagement for those identified to improve reading	Improved reading age during re-test from their chronological reading age baseline test.	£0
Paired Maths scheme	7	Term 1b onwards	Targeted pupils do times tables with senior prefects and TA's for around 90 minutes extra a week.25 CD's bought to help students and parents.	TA support during 2 form times a week and after school, parental engagement for those identified to learn times tables	Improved times table scores during re-test from their baseline test.	£250

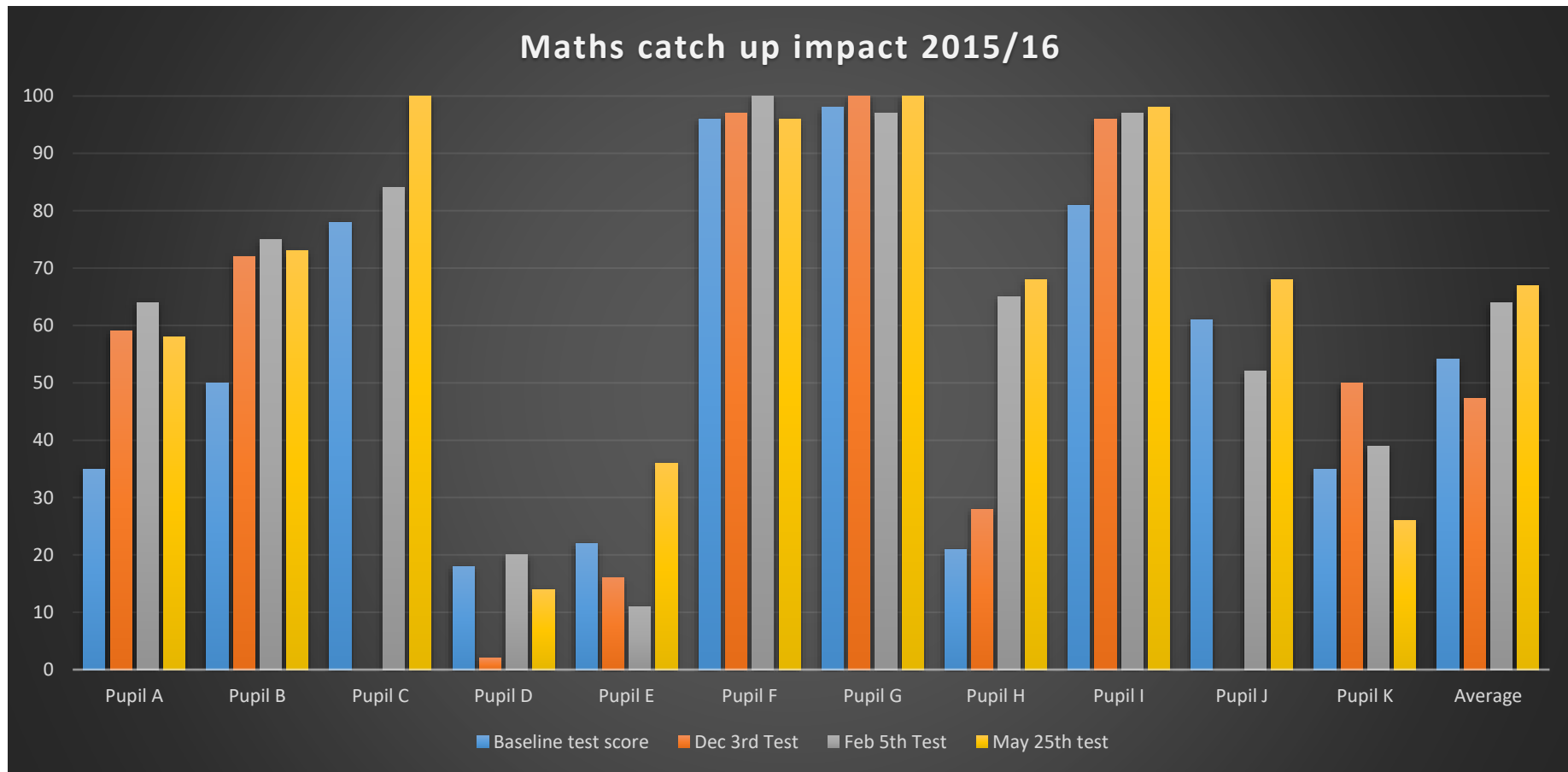
The year 7 Literacy catch up programme covered 7 students. The main area of focus was to improve their reading age. We had massive success with all 7 pupils (100%) improving their reading ages. Those that progressed quickest were then asked to work on their spelling. The impact of this was not as successful with 4 from the 7 pupils improving (57%) this was because Pupils B, C and E failed to attend the majority of the sessions despite reminders and contact with parents. However, the spelling package has not produced the same accelerated progress as the reading intervention, and therefore alternative spelling interventions are currently being researched for next year.





	Oct reading age	Feb reading age	May reading age	Oct spelling age	Feb spelling age	May spelling age
pupil A	8.06	13	13	9	9.08	10
pupil B	9.11	10.11	13.03	6.08	6.08	6.08
pupil C	6.02	7	6.1	6	6	6
pupil D	7.1	11.08	11.08	6.04	6.08	6.08
pupil E	7.02	5.06	10.03	5.08	5.08	5.08
pupil F	6.07	7.1	10.07	5	5.04	5.08
pupil G	8.06	13	13	7	7	7.08
Average	7.35	9.48	10.90	6.31	6.34	6.49

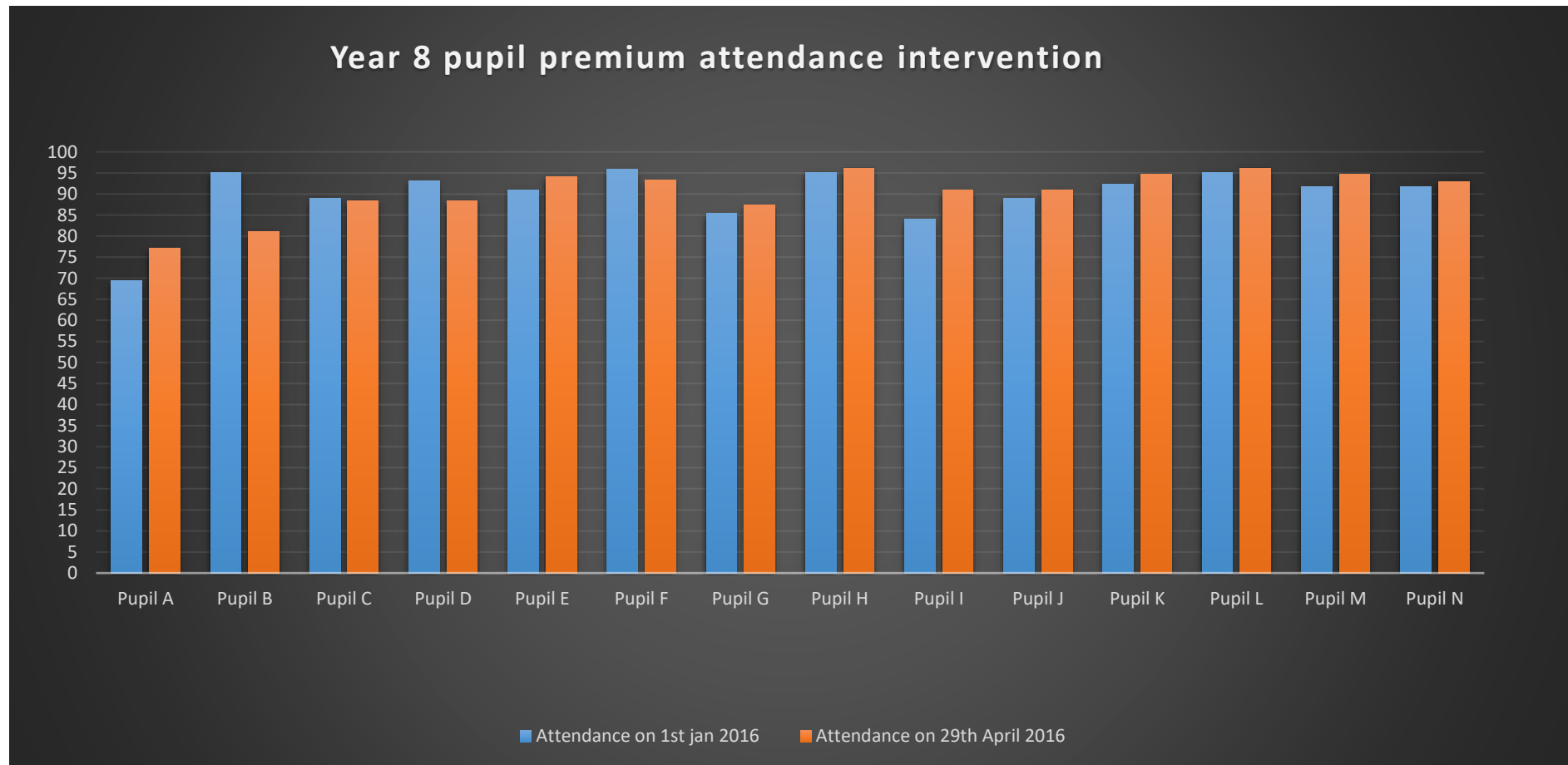
The Maths intervention took place during registration times, and after school during the year and encompassed 11 students. 8 students from the group improved their times tables cores (73%), 1 stayed the same and 2 regressed. This is because pupil C has complex learning needs which are currently being assessed by our SENCO, pupil F displayed little engagement and enthusiasm for the intervention and is currently being assessed by the educational psychologist and pupil K was a poor attender to the intervention.



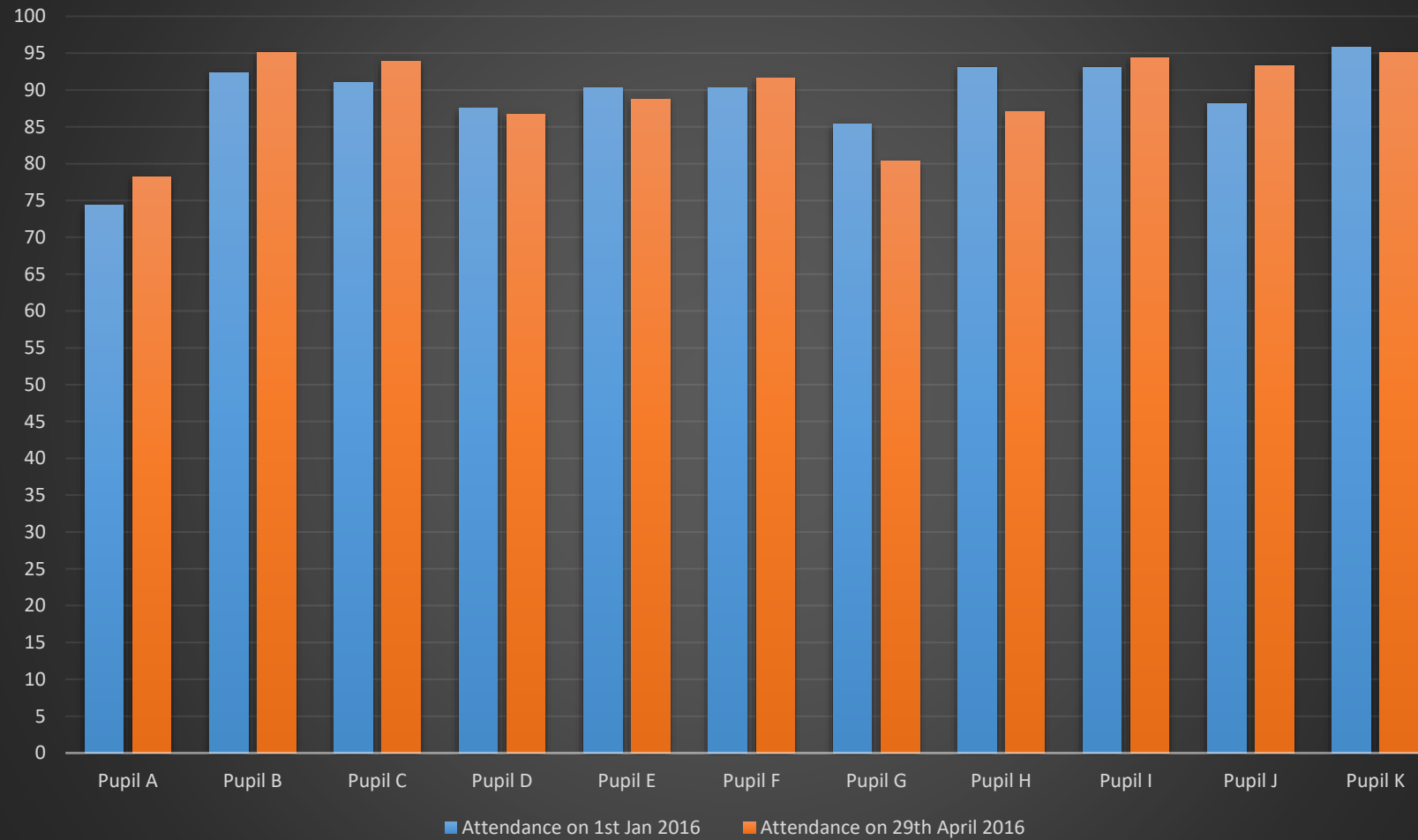
	Baseline test score	Dec 3rd Test	Feb 5th Test	May 25th test
Pupil A	35	59	64	58
Pupil B	50	72	75	73
Pupil C	78	0	84	100
Pupil D	18	2	20	14
Pupil E	22	16	11	36
Pupil F	96	97	100	96
Pupil G	98	100	97	100
Pupil H	21	28	65	68
Pupil I	81	96	97	98
Pupil J	61	0	52	68
Pupil K	35	50	39	26
Average	54	47	64	67

### Commando Joe intervention – raising PP attendance

From January 2016 Commando Joe’s were tasked with improving the attendance of some of our statistically weaker year 8 and 9 students in relation to their attendance. In year 8 this covered 14 students. The programme saw 10 of the students (71%) improve from their end of year 7 attendance up to the half term point in May 2016. The year 9 programme saw 11 students finish the programme as 3 left during. From the 11, 6 (55%) improved their attendance compared to their starting point. This was achieved by fortnightly one on one meetings with the students and a reward offered at the end of the programme.



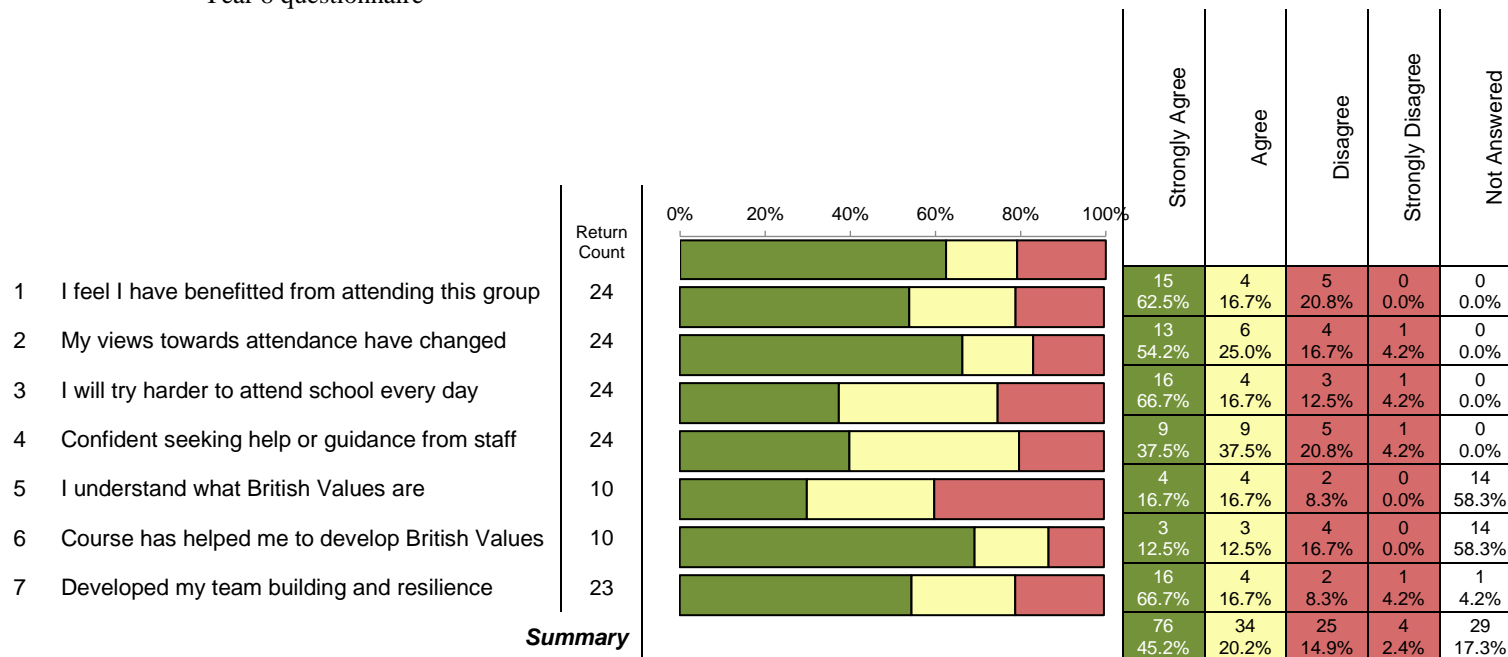
## Year 9 pupil premium attendance intervention



Yr 8

Pupil A	69.44	77.09
Pupil B	95.14	81.05
Pupil C	88.89	88.42
Pupil D	93.06	88.42
Pupil E	90.97	94.04
Pupil F	95.83	93.33
Pupil G	85.42	87.37
Pupil H	95.14	96.14
Pupil I	84.03	90.88
Pupil J	88.89	90.88
Pupil K	92.36	94.74
Pupil L	95.14	96.14
Pupil M	91.67	94.74
Pupil N	91.67	92.98
Yr 9		
Pupil A	74.31	78.25
Pupil B	92.36	95.09
Pupil C	90.97	93.91
Pupil D	87.5	86.71
Pupil E	90.28	88.77
Pupil F	90.28	91.58
Pupil G	85.42	80.35
Pupil H	93.06	87.02
Pupil I	93.06	94.39
Pupil J	88.19	93.33
Pupil K	95.83	95.09

Year 8 questionnaire



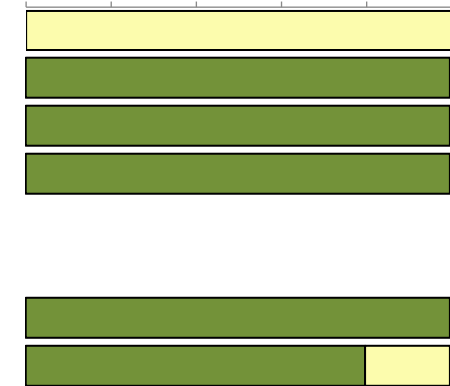
Rating	Difference	Agree%	Distance Travelled	Quartile	External Benchmark
71	+1	79			
67	-1	79			
75	-1	83			
56	-2	75			
60	=	80			
45	=	60			
78	-1	87			
67	-1	79			

Year 9 questionnaire

- 1 I feel I have benefitted from attending this group
- 2 My views towards attendance have changed
- 3 I will try harder to attend school every day
- 4 Confident seeking help or guidance from staff
- 5 I understand what British Values are
- 6 Course has helped me to develop British Values
- 7 Developed my team building and resilience

Return Count

0% 20% 40% 60% 80% 100%



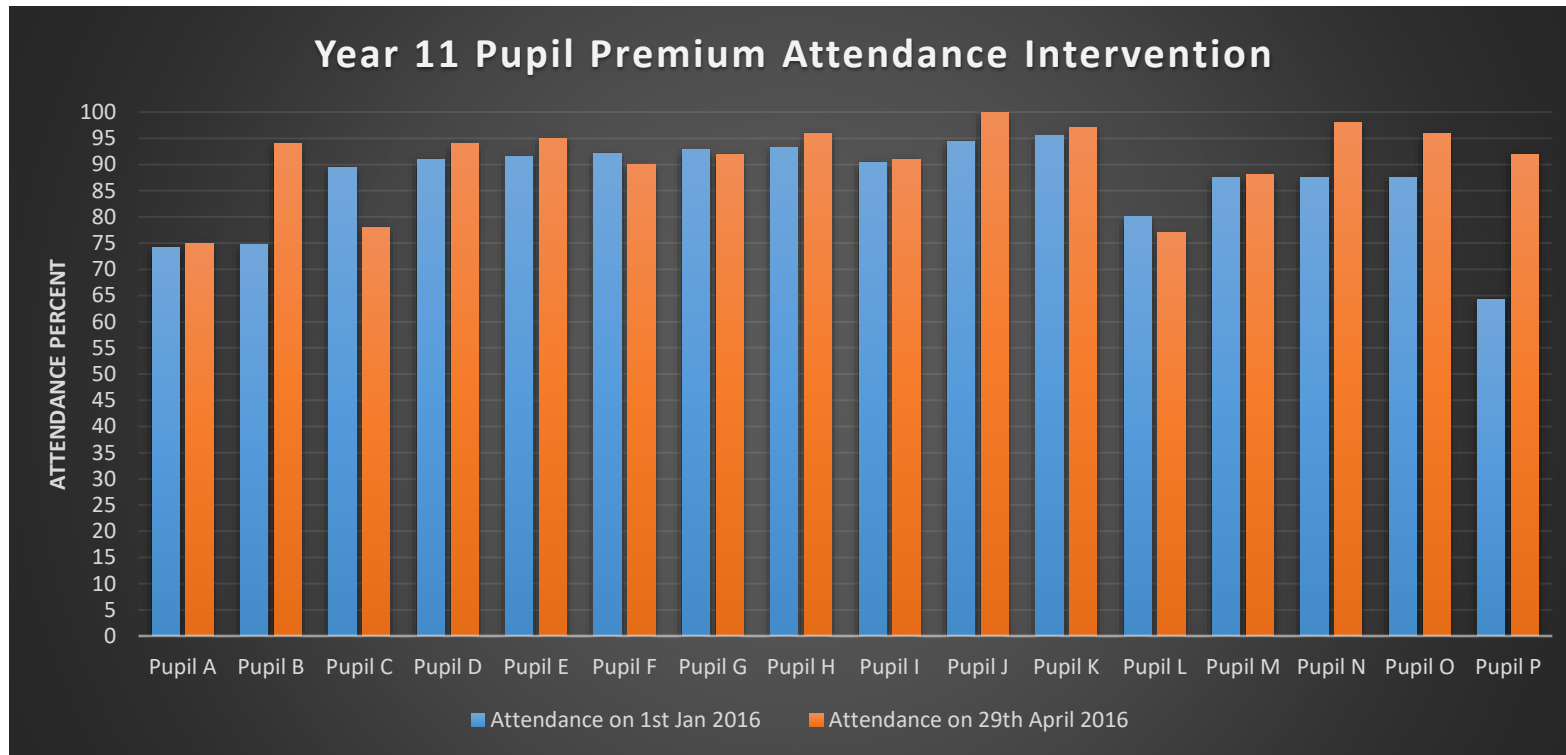
**Summary**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered
1	0 0.0%	1 100.0%	0 0.0%	0 0.0%	0 0.0%
2	1 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
3	1 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
4	1 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
5	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 100.0%
6	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 100.0%
7	1 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
<b>Summary</b>	4 57.1%	1 14.3%	0 0.0%	0 0.0%	2 28.6%

Rating	Difference	Agree%	Distance Travelled	Quartile	External Benchmark
50	-20	100			
100	+32	100			
100	+24	100			
100	+42	100			
100	+21	100			
90	+22	100			



As part of her performance management, we also had a member of staff work closely monitoring the attendance of 16 year 11 pupil premium students. Of the 16, 13 (81%) improved their attendance. This was achieved by offering students incentives to improve, namely in the form of vouchers. The three that did not improve were because one pupil was under a Health Care Plan and had issues with health, one pupil had a Child in Need Plan and was working closely with J Donker and the third pupil had received (during the monitoring period) a referral for a fixed penalty due to the number of unauthorised absences.



	Attendance on 1st Jan 2016	Attendance on 29th April 2016
Pupil A	74.18	75
Pupil B	74.73	94
Pupil C	89.44	78
Pupil D	91.01	94
Pupil E	91.57	95
Pupil F	92.13	90
Pupil G	92.78	92
Pupil H	93.26	96
Pupil I	90.45	91
Pupil J	94.44	100
Pupil K	95.51	97
Pupil L	80	77
Pupil M	87.5	88
Pupil N	87.5	98
Pupil O	87.5	96
Pupil P	64.29	92