

Target	Head's Ref	How achieved/success criteria	i/c	Impact Review
1. To raise the profile of the disadvantaged group within school.	2,3,5	All teachers made aware of which students are in the disadvantaged group. CPD provided to inform staff of best ways to monitor, track and support disadvantaged students.	MCR MCR	DA lists kept accessible and up to date. CPD on supporting DA students delivered in Autumn term.
2. To raise achievement in English and Maths	2,3,5	Additional groups in Years 7 and 8 Additional groups in Years 10 and 11 Year 7 Maths: 8 groups with 178 students. Year 7 English: 9 groups with 178 students. Year 8 Maths: 8 groups with 178students. Year 8 English: 8 groups with 178 students. Year 9 English and Maths: 6 groups with 151 students. Year 10 English and Maths : 6 groups with 121 students. Year 11 English and Maths : 6 groups with 131 students.	HDS	Reported students on target Summer 2018. Yr7 Eng. DA 46%, non-DA 51% Yr7 Ma. DA 84%, non-DA 80% Yr8 Eng. 40%, non-DA 21% Yr8 Ma. 60% DA, 54% non-DA GCSE. 4+ attainment Eng Lang. DA 50%, All 64% Ma. DA 56%, All 65%. See Target 4 also
3. Improve outcomes for looked after children.	2,3,5	Complete ePEP's. Attendance at looked after reviews (LAR) 1:1 mentor meetings	PYN	All records complete and actions implemented
4. Close the attainment gap to well below the national average level for Disadvantaged students through track point monitoring and through pastoral intervention across all years.	2,3,5,6	Underachieving students identified and placed on an Intervention Programme to support progress and get students back on track. MCR to meet independently with HOSPS and HODS to support student progress tracking.	HDS MCR	Attainment measures (A8 – point scores): All subjects, DA 3.3, non-DA 4.5 (gap 1.2) Progress measures (P8 – point scores): All subjects, DA -0.3 (Nat: -0.55), non-Da -0.15. Gap below National (school gap -0.15)
5. Improve homework completion rates.	2,3,5	Provision of a daily lunchtime homework club for private study. HOSP homework club after school Library facility for after school from 3:15 to 4:30 Whole school homework detention support.	SLT duty staff	Lunchtime homework clubs ran. HOSPs implemented compulsory homework attendance sessions where appropriate. SMH implemented at end of year to track homework setting/completion better.

6. Equipment and uniform support	2	Finance and support disadvantaged students	GRL	Funding support for stationery (school equipment) and uniform where appropriate.
7. Provide extracurricular clubs / activities to support school ethos.	5,9	External provider to run a dance club. Sports and drama clubs run in-house. These help in improving behaviour, ethos and playground culture. They support a sense of belonging and ownership on behalf of students.	HODS	Clubs ran as described.
8. Support student's attendance on trips and visits		Up to 50% costs to be met for disadvantaged students for school time curriculum trips. Total cost may be offered subject to need.	HODs/ HOSPs	Offered on individual basis through subject or pastoral (HOSP) request.
9. To improve GCSE outcomes	2,3,5	<p>Early identification of underachievers following Year 10 exams and/or track point 3. Personal academic mentoring from selected staff. Contact parents as appropriate.</p> <p>Extra subject revision classes organised by departments.</p> <p>'Sprint Finish' programme of revision held during Easter holiday.</p> <p>Study skill/revision techniques form part of the Year Period programme.</p>	<p>HDS</p> <p>HODs</p> <p>MCR</p> <p>HOSP</p>	<p>Key DA (and others) students tracked and monitored by SLT + LTH</p> <p>Revision classes/clubs ran as usual – Science provided extra summer term tutor time targeted revision for all tutor groups.</p> <p>Sprint Finish classes ran as usual to support students during Easter break.</p> <p>Revision assemblies and year period support provided.</p>

<p>10. Numeracy To improve the performance of students who have below national levels in Maths, (includes year 7 catch up).</p> <p>To improve the performance of vulnerable students in Maths.</p>	2,3,5	<p>The formation of extra groups in year 7 and 8 to improve teacher student ratio (as in target 2). Intervention with identified group (Those below expected standards on entry) in year 7</p> <p>Additional groups. TA 3 to work in department with a small group in each year group identified from prior attainment. Improved outcomes in numeracy.</p>	<p>ORM</p> <p>RBS</p>	<p>See target 2: the provision of extra groups to support numeracy.</p> <p>Students withdrawn by TA3 into small groups to offer targeted numeracy support.</p>
<p>11. Literacy Improve the performance of students who have below national levels in English, (includes year 7 catch up).</p> <p>TA3 withdrawal across the curriculum to support literacy.</p> <p>Improve reading levels.</p>	2,3,5 2,3,5,7	<p>The formation of extra classes in year 7 and 8 to improve teacher student ratio (as in target 2). Improved literacy outcomes through Accelerated Reader Scheme. Intervention with identified group (Those below expected standards on entry) in year 7</p> <p>Small group work to improve access to the full curriculum.</p> <p>Reading buddy scheme in library during registration periods for students in Year 7 below a defined standardised 'average' measure on entry. Paired with Year 8 (disadvantaged/more able prioritised); supervised by school Librarian.</p> <p>Year 7 students buddying Aylesford Primary students in paired reading (disadvantaged/more able prioritised)</p>	<p>YRD</p> <p>TA3</p> <p>MLG</p> <p>SVG</p>	<p>See target: the provision of extra groups to support Literacy. Accelerated reader scheme provided to support/improve literacy levels and encourage reading within year 7.</p> <p>TA3 withdrawal for extra support (out of MFL) years 7-9.</p> <p>Ran as described.</p> <p>Support offered in Aylesford Primary phase.</p>
<p>12. Improve school attendance for disadvantaged students.</p>	2,3,5	<p>Assess internal exclusion options on individual basis.</p>	MCD	<p>Attendance monitored weekly throughout year, groups (DA , <90% , year – closely scrutinised)</p>

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		Target improved attendance through use of attendance panels, EHA's and Social Service intervention (ACE team).		Ran as described
13. Sixth Form Improve outcomes for disadvantaged students through monitoring, pastoral intervention and provision of study support in designated 6th form areas.	2,3,4,5	Early identification of underachievers and intervention plans put in place to support progress. Study assistants available to offer support and mentor as appropriate.	SHW SHW	80% of DA students (4/5) gained first choice university course.