

## Disadvantaged Impact review for 2018/19 plan

Target	Head's Ref	How achieved/success criteria	i/c	Impact Review
<b>1. To raise the profile of, and develop a support culture for the disadvantaged group within school.</b>	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 up to date and accessible for all staff. CPD to whole staff in Autumn term. School improvement group priority (6 sessions) – fed back to staff
<b>2. To raise achievement in English and Maths</b>	2,3,5	Additional groups in all years 7 -11 Year 7 English and Maths: 8 groups with 171 students. Year 8 English and Maths: 8 groups with 174 students. Year 9 English and Maths: 8 groups with 174 students. Year 10 English and Maths : 7 groups with 156 students. Year 11 English: 6 groups with 119 students. Year 11 Maths: 5 groups with 119 students.	HDS	Preliminary GCSE results: Maths 68% (75%) 4+ English 60% (75%) 4+  Basic data (English and Maths at 4+) DA 52% (65%) Non-DA 75%  (Bracketed data reveals shadow data: 5 students removed with a significant reduction in school attendance,<50%)
<b>3. Improve outcomes for looked after children.</b>	2,3,5	Complete ePEP's. Attendance at looked after reviews (LAR) 1:1 mentor meetings	PYN	Records complete, actions implemented
<b>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.</b>	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. Year 11 DA students mentored throughout final year with focus on GCSE attainment and attendance. Assistant HOSP tutor groups created specifically to target DA students in years 8,9 and 10. To improve progress and attendance.	HDS  MCR  MCR  MCR	Students tracked and reported on regularly, action plans put in place to support. All year 11 students mentored throughout and supported with GCSE's. Assistant Hosp groups ran, progress in attendance noted.

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<p><b>5. Improve the school attendance of Disadvantaged students.</b></p>	<p>2,3,5</p>	<p>Through a culture of mentoring by tutors, with monitoring and early identification (Autumn term). Assistant HOSP's role in years 8,9,10 to include a small tutor group of students targeted with attendance criteria. A further small GCSE tutor group formed (year 10) with similar criteria.</p> <p>Primary phase – EDK/class teacher to liaise directly with parents</p> <p>Assess internal exclusion options on individual basis.</p> <p>Target improved attendance through use of attendance panels, EHA's and Social Service intervention (ACE team).</p>	<p>HOSPs</p> <p>EDK</p> <p>SLT</p> <p>MCR</p>	<p>As above (monitored/supported leading to identified improvement in attendance)</p> <p>As above</p> <p>Primary parents informed of progress</p> <p>Taken into consideration when exclusions an option.</p> <p>DA Attendance improved 0.5% compared with previous year.</p>
<p><b>6. Improve homework completion rates.</b></p>	<p>2,3,5</p>	<p>Provision of a daily lunchtime homework club for private study. HOSP homework club after school Library facility for after school from 3:15 to 4:15 Whole school homework detention support.</p>	<p>SLT duty staff</p>	<p>Lunch clubs ran.</p> <p>Afterschool compulsory or otherwise ran.</p>
<p><b>7. Equipment and uniform support</b></p>	<p>2</p>	<p>Finance and support disadvantaged students</p>	<p>GRL</p>	<p>All uniform issues addressed and resolved/financial support given. Through HOSPs/Tutors equipment support given. GCSE through MCR given revision support equipment/stationery etc.</p>
<p><b>8. Provide extracurricular clubs / activities to support school ethos.</b></p>	<p>5,9</p>	<p>External provider to run a dance club. Sports and drama clubs run in-house. These help in improving behaviour, ethos and playground culture. They</p>	<p>HODS</p>	<p>Clubs ran.</p>

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		support a sense of belonging and ownership on behalf of students.		
<b>9. Support student's attendance on trips and visits</b>	5	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	Students taking trips supported financially.
<b>10. To improve GCSE outcomes</b>	2,3,5	<p>Early identification of underachievers following Year 10 exams and/or track point 3. Personal academic mentoring from selected staff. Mentoring of all DA year 11 students by MCR. 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/ HODs</p> <p>MCR</p> <p>HODs</p> <p>MCR</p> <p>HOSP</p>	<p>Completed – see above (target 4)</p> <p>Ran by departments</p> <p>Revision classes ran in Easter holidays</p> <p>Delivered.</p>
<b>11. Numeracy To improve the performance of students who have below national levels in Maths, (includes year 7 catch up).</b>	2,3,5	The formation of extra groups at KS3 to improve teacher student ratio (as in target 2). Intervention with identified group (Those below expected standards on entry) in year 7 'Numeracy Ninjas' program run in tutor time for all year 7.	<p>ORM</p> <p>ORM</p>	<p>Students needing support identified and extra groups formed to support these students throughout KS3</p> <p>Programs ran</p>



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		DA students taken to NEC skills show in Autumn term of either year 10/11. DA students encouraged on University day trips during KS4 to raise aspirations.		NEC show attended with DA students (Autumn term) Ran + 2 DA students attended July residential for university experience (Warwick outreach)
<b>14. Primary Phase</b> <b>To monitor the progress of and support DA students in the primary phase.</b>	2,3,6	Actively promote the early take up (R-2) of FSM application to ensure funding for DA students.  To track the progress of DA students as a defined group. To identify under achievement early and put intervention strategies in place when this is the case.	EDK  EDK	Profile raised with parents, benefits discussed.  EDK/MCR met termly to discuss DA approach/support/progress.
<b>15. Sixth Form</b> <b>Improve outcomes for disadvantaged students through monitoring, pastoral intervention and provision of study support in designated 6<sup>th</sup> form areas.</b>	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	6 out of 7 students gained 1 <sup>st</sup> /2 <sup>nd</sup> choice university place. 1 student entered employment.