

DISADVANTAGED STUDENTS – ‘Narrowing the gap’ 2020/2021 (£191,175 allocated)

Target	Head's Ref	How achieved/success criteria	i/c	How evaluated Who Monitors	Resources needed and costs
1. To raise the profile of and develop a support culture for disadvantaged students across the 4-19 school.	2,3,5	<p>FSM registration promoted on intake and information evenings across primary phase. Promote benefits of registration including that of wrap-around care discount for primary phase. Application and form filling supported at point of need.</p> <p>All teachers made aware of which students are in the disadvantaged group.</p> <p>CPD provided to inform staff of best ways to monitor, track and support disadvantaged students. DA students a School Improvement Group focus.</p>	<p>EDK</p> <p>MCR</p> <p>MCR</p>	<p>SLT to evaluate</p> <p>HDS evaluates</p>	Meeting time
2. To raise achievement in English and Maths through targeted staffing (7-11)	2,3,5	<p>Additional groups in all years 7 -11</p> <p>Year 7 English and Maths: 8 groups with 190 students.</p> <p>Year 8 English and Maths: 8 groups with 161 students.</p> <p>Year 9 English and Maths: 8 groups with 163 students.</p> <p>Year 10 English 8 groups. Maths 7 groups with 170 students.</p> <p>Year 11 English 7 groups. Maths 7 groups with 173 students.</p>	SCP	HDS evaluates	Staffing cost (2.04 of full timetable) £108,992
3. Improve outcomes for looked after children.	2,3,5	<p>Complete ePEP's.</p> <p>Attendance at looked after reviews (LAR)</p> <p>1:1 mentor meetings</p>	SVG	<p>SVG monitors</p> <p>HDS evaluates</p>	Meeting time £1000
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 4 -19.	2,3,5,6	<p>Underachieving students at primary phase identified at regular progress meetings and intervention put in place. Small group and 1:1 support with LSA's.</p>	EDK	HDS	LSA cost £35590

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		<p>Underachieving students identified at departmental level and Intervention put in place directed by HODs to support progress and get students back on track.</p> <p>MCR to meet independently with HOSPS and HODS to support student progress tracking.</p> <p>Year 11 DA students mentored were necessary for GCSE attainment and attendance.</p> <p>Support with equipment and stationery revision materials for all DA students.</p> <p>Assistant HOSP tutor groups created specifically to provide extra support to DA students in years 8 to 11, for progress and attendance.</p>	<p>MCR</p> <p>MCR</p> <p>MCR</p> <p>MCR</p>	<p>HOSPS, SLT links monitor HDS evaluates</p> <p>MCR</p> <p>HDS evaluates</p>	<p>Meeting time</p> <p>£500</p> <p>TLR cost £10,000 (4@£2000)</p> <p>Staff cost (tutor time) £9944 To include year periods</p>
4b. Minimize the effects on progress by Covid19 and school closure measures during lockdown.		Catch up strategies both whole school and specific for DA students to be embedded into school curriculum. Details to follow.	Leadership team	Leadership Team	
5. Improve the school attendance of Disadvantaged students.	2,3,5	<p>Through a culture of mentoring by tutors, with monitoring and early identification (Autumn term).</p> <p>Assistant HOSP’s role in years 8,9,10,11 to include a small tutor group of students targeted with attendance criteria.</p> <p>Assistant HOSP appointed to year 7 also with specific responsibilities to track attendance of DA students.</p> <p>A further small GCSE tutor group formed (year 10,11) and supported by inclusion centre staff following the same model.</p> <p>Primary phase – EDK/class teacher to liaise directly with parents</p> <p>Assess internal exclusion options on individual basis.</p>	<p>MCR/LTH</p> <p>EDK</p> <p>SLT</p> <p>MCR</p>	<p>MCR evaluates attendance impact</p> <p>HDS evaluates</p>	<p>See TLR/staffing costs in target 4</p> <p>Additional Year 10,11 support staffing £1710 tutor time.</p>

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		<p>Target improved attendance through use of attendance panels, EHA’s and Warwickshire Attendance Service (WAS).</p> <p>Monday twilight staff CPD suspended in Autumn term for focus on Catch-up. When running again, likely to continue with a ‘School Improvement Groups’ targeting attendance.</p>	MCR/LTH		
6. Improve homework completion rates.	2,3,5	<p>Provision of a daily lunchtime homework club for private study.</p> <p>HOSP compulsory homework club after school where necessary.</p> <p>Library facility for after school from 3:15pm to 4:15pm Monday to Thursday and every morning from 8:15am to 8:40am.</p>	<p>MCD</p> <p>HOSP</p> <p>WNS</p>	<p>HDS</p> <p>SLT Link</p> <p>SCP</p>	<p>T.A. 5 days per week £1233</p> <p>Librarian £2340</p>
7. Equipment and uniform support	2	<p>Finance and support disadvantaged students</p> <p>25% reduction in uniform cost offered to all FSM. families</p>	MCR	HDS	£7000
8. Provide extracurricular clubs / activities to support school ethos 4-19.	5,9	<p>External provider to run a dance club (secondary phase).</p> <p>Sports and drama clubs run in-house.</p> <p>Subsidise extra-curricular activities/clubs including ‘wrap around care’ discount at primary phase. These help in improving behaviour, ethos and playground culture. They support a sense of belonging and ownership on behalf of students.</p>	HODS + EDK	HODS + EDK monitor	£1400
9. Support student’s attendance on trips and visits 4-19	5	<p>Up to 50% costs to be met for disadvantaged students for school time curriculum trips. Total cost may be offered subject to need.</p>	MCR/EDK	Trip visit organiser to monitor. MCR to evaluate	£2000

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<p>10. To improve GCSE outcomes and learning of all students 4-19. (Note: see target 4b)</p>	<p>2,3,5</p>	<p>Early identification of underachievers following Year 10 exams and/or track point 3. To include careful analysis in COVID19 era. Personal academic mentoring from selected staff. Mentoring of DA year 11 students by MCR where needed.</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>CPD - School focus on revision / learning / remembering techniques and science.</p> <p>Small group supported learning and targeted 1:1 by LSA’s (particularly in numeracy and literacy, see below)</p> <p>Will include other strategies developed to counter the ill-effects of COVID. (details to follow)</p>	<p>HDS/ HODs</p> <p>MCR</p> <p>HODs</p> <p>MCR</p> <p>HOSP</p> <p>MCR/SCP</p> <p>EDK</p> <p>MCR</p>	<p>HDS to evaluate results.</p> <p>HODs</p> <p>HDS</p> <p>SLT</p> <p>SLT</p> <p>SLT</p>	<p>Staff time and commitment</p> <p>Staff time and commitment</p> <p>£1627 Based on previous costs, (2019)</p> <p>Year Periods</p> <p>CPD time</p>
<p>11. Numeracy To improve the performance of students who have below national levels in Maths, (includes year 7 catch up).</p>	<p>2,3,5</p>	<p>The formation of extra groups at KS3 to improve teacher student ratio (as in target 2).</p> <p>Intervention with identified group (Those below expected standards on entry) in year 7 (Catch –up)</p> <p>Key Stage 3 Scheme of Work Numeracy rich, particularly for students in lower attainment groups.</p>	<p>ORM</p> <p>MSN</p> <p>ORM</p>	<p>ORM to monitor MCR to evaluate</p>	<p>See target 2 costs</p> <p>Tutor staffing time</p>

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<p>To improve the performance of struggling students in Maths.</p>		<p>1:1 and small group support by LSA’s for identified primary phase students</p> <p>Support and withdrawal of individuals/groups: TA3 to work in department with a small group in each year group identified from prior attainment. Improved outcomes in numeracy.</p>	<p>EDK</p> <p>ORM</p>	<p>HDS evaluates</p> <p>MCR</p>	<p>See target 4 costing.</p> <p>TA cost £17935 Marie Kiernan</p>
<p>12. Literacy Improve the performance of students who have below national levels in English, (includes year 7 catch up).</p> <p>Improved literacy and reading levels.</p> <p>TA3 withdrawal across the curriculum to support literacy.</p> <p>Implement supported Reading strategies:</p>	<p>2,3,5,7</p>	<p>The formation of extra groups at KS3 to improve teacher student ratio (as in target 2). Improved literacy outcomes through Accelerated Reader Scheme targeting all year 7 and selected year 8.</p> <p>Improved literacy outcomes through reading time given daily to all year 7,8 and 9 students during period 5. (Whole school strategy – Drop Everything And Read)</p> <p>Monitoring and Intervention of identified group (those below expected standards on entry) in year 7. (Catch up group)</p> <p>1:1 and small group support by LSA’s for identified primary phase students.</p> <p>Extra literacy classes at key stage 3 for identified students based on reading ages. Withdrawal from MFL (4/5 periods per fortnight)</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>YRD</p> <p>SCP</p> <p>SVG</p> <p>EDK</p> <p>TLL</p> <p>WAR</p>	<p>YRD to monitor HDS to evaluate</p> <p>SLT</p> <p>YRD</p> <p>EDK</p> <p>HDS</p> <p>MCR</p>	<p>See target 2 costs</p> <p>Accelerated Reader £2563</p>

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<p>13. To promote high aspirations of DA students through careers guidance and information.</p>	<p>5,6</p>	<p>Fast track all DA students from year 9 through careers guidance. DA list with careers advisor to see students as priority in years 9,10 and 11. DA students encouraged on University day trips during KS4 to raise aspirations. (subject to COVID restrictions)</p>	<p>MCR</p>	<p>MCR to monitor</p>	<p>Careers advisor time.</p>
<p>14. Sixth Form Improve outcomes for disadvantaged students through monitoring, pastoral intervention and provision of study support in designated 6th form areas.</p>	<p>2,3,4,5</p>	<p>Early identification of underachievers and intervention plans put in place to support progress. Study assistants available to offer support and mentor as appropriate.</p>	<p>SHW SHW</p>	<p>SHW to monitor HAL to evaluate SHW to monitor HAL to evaluate</p>	<p>Meeting time Staffing £21560</p>

Total costing £225394