

OBJECTIVE 2: To continue to use and develop the focus and capacity of the Student Services team to close the gaps for disadvantaged students both in terms of attendance, behaviour and well-being.

So that:

- Persistent Absence for disadvantaged students is < 13%
- Gaps are significantly reduced for all behaviour measures between disadvantaged students and all other students

Ref	Key Actions	Link to SDIP	Lead	Resources / costs	Timescales / Review dates	Monitoring of implementation (who / how)
2.1	<p><u>Attendance and Behaviour</u></p> <ul style="list-style-type: none"> • Year Team Managers deployed this year to jointly respond to both the immediate challenges of non-attendance or poor behaviour amongst students, especially the disadvantaged but also to broker, support and deliver key targeted interventions that lead to better engagement, attendance, behaviour and student progress. • Broker and monitor use of alternative provision in order to engage /re-engage students, especially pupil premium students 	PDWB 4.1	Sam Harrison	£ 3 000 (for rewards) £ 90 000 (YTM's)	Termly reviews of impact of planned interventions. Performance Development Reviews of both YTLs and YTM's.	Claire White Behaviour Attendance and Safety Committee
2.2	<p><u>Attendance and Engagement</u></p> <ul style="list-style-type: none"> • The school to use its recently employed an Educational Welfare and Engagement Officer alongside the Family Support worker, to ensure that families of students who are at risk of disengagement receive appropriate challenge and support. • To establish high quality engagement with parents of PP students through the establishment of an Academic Review tutor process 	PDWB 3.1	Sam Harrison	£ 50 000	Review of casework through regular Line Management Termly reviews of impact of planned interventions	Claire White Behaviour, Attendance and Safety Committee
2.3	<p><u>Behaviour and Engagement</u></p> <ul style="list-style-type: none"> • To use the Applied Learning Teacher to specifically deliver in school bespoke short-term curricular provision to ensure that students at risk of disengagement within school or returning to the school after significant breaks in their schooling, are appropriately supported and achieve early successes in their learning. 		Sam Harrison	£ 25 000	Termly reviews of impact of planned interventions	Claire White Behaviour, Attendance and Safety Committee

2.4	<u>Student Well-being</u> <ul style="list-style-type: none"> As part of a school wide Mental Health plan, to develop a school wide strategy for employing TIS approaches across the Student Services team in order to better deliver targeted interventions for vulnerable students. To evolve the role of the School Counsellor role so that it is clearly targeted where need as at its greatest. To ensure that the practitioners working with the most vulnerable students are provided with access to high quality supervision. 	PDBW 2.1-2.4	Sam Harrison	£ 1 000 (for uniform) £ 10 000 (TIS capacity) £ 20 000	Annual review points in place alongside longitudinal study for Headstart programme. Termly reviews of impact of planned interventions	Claire White Behaviour, Attendance and Safety Committee
-----	---	--------------	--------------	--	--	--

OBJECTIVE 3: To raise the aspiration and ambition of disadvantaged students in order to ensure that they have a parity of experience in terms of learning opportunities, curriculum enrichment and planning for their future adult lives.

So that:

NEETs for disadvantaged students are <4%.

Year 10 disadvantaged students all have clear post 16 plans to aspire to and work towards

Disadvantaged pupils have equitable access to all forms of the extended curriculum

Ref	Key Actions	Links to SDIP	Lead	Resources / costs	Timescales / Review dates	Monitoring of implementation (who / how)
3.1	<u>Curriculum</u> <ul style="list-style-type: none"> Assessments to meet the needs of learners and link into a 5 year curriculum that meets the needs of learners including Pupil Premium Through the regular review of individualised study programmes, ensure the curriculum design maximizes the achievement of disadvantaged students and that wherever possible they follow a broad and balanced curriculum. Continue to ensure that pupil premium students are provided with the opportunity to study the EBacc suite of subjects and are encouraged to do so. Ensure that all students and disadvantaged students leave with an appropriate quantity of grades as well as maximizing the quality of these grades. Where necessary, to redeploy additional staffing to ensure that additional interventions can support students realize their potential. 	A 1.2	Claire White	Use of additional curriculum / staffing time to deliver interventions as appropriate (16 lessons, equivalent to £ 20 000)	Groupings and curriculum provision reviewed for Year 11 students after each Data capture	Claire White and Stephen Tong Teaching and Learning and Curriculum Committee

3.2	<u>Pupil Premium Fund</u> <ul style="list-style-type: none"> To ensure that all disadvantaged students have access to essential curricular opportunities and thereby have a fully inclusive educational experience. These are likely to include: <ul style="list-style-type: none"> - Geography field work - Art educational visits - Writing workshops - Science more able master classes - Music tuition - Theatre and performance opportunities Creation of a school Pupil Premium Allocations Policy for the Pupil Premium Fund. This will rationalize funding requests and link to the SDIP Priorities 	All strands Funding available for PDBW, A, LM, TL	Rod Truan	£ 15,000	PP Allocations Windows set three times a year	Stephen Tong Pupil Progress Committee
3.3	<u>Advice and Guidance</u> <ul style="list-style-type: none"> Employ the use of specific careers advice and guidance on an individual / small group basis for disadvantaged students and others at risk of disengagement. To secure this through Career 4U and Careers South West To identify specific Tutor Team leadership time to prepare, shape, deliver and evaluate careers provision for all year groups To develop the practice and systems that further the impact of form tutors in supporting pupil progress (especially among our pupil premium students) 	PDBW 1.1-1.3	Sophie Walker Sam Harrison	£ 10 000	PASS Survey reused to assess changes in attitudes amongst target students in Year 10.	Claire White Teaching and Learning and Curriculum Committee
<p>OBJECTIVE 4 – To utilise targeted interventions and support, facilitating high quality support of disadvantaged students</p> <p>So that:</p> <p>Additional staffing is always directed to support those most in need Both pupils and parents are equipped with appropriate knowledge and resourcing to self-support good progress Structured approach particularly for PP boys as a whole school focus</p>						
Ref	Key Actions	Links to SDIP	Lead	Resources / costs	Timescales / Review dates	Monitoring of implementation (who / how)
4.1	<u>Interventions</u>					

	<ul style="list-style-type: none"> Specialised Teaching assistants deliver specific interventions to individuals or small groups of identified students during curriculum time. Teachers deliver after school booster sessions for students most at risk of underachieving, and in particular, disadvantaged students. Additional staffing resource is used to ensure that students most at risk of not fulfilling their full potential receive personalised curriculum and study plans Identification of achievement gap for Pupil Premium students 	LM 4.1-4.3	Claire White Justine Kellow Claire White	£ 12 5000	Each six week wave of intervention evaluated through RSL meetings Each Data Capture used to identify overall pupil progress	Stephen Tong Stephen Tong
4.2	<u>Resources</u> <ul style="list-style-type: none"> Resource packs, revision guides and study support packages provided across the curriculum. Additional support provided to families of disadvantaged students in how to help children make a success of their study beyond school. 	LM 4.1-4.3	Justine Kellow	£ 3 000 £ 1 000		Stephen Tong

OBJECTVE 5 - To ensure that all leaders at all levels are proactive, promoting, developing and evaluating actions to close the gap for disadvantaged students, in terms of attendance, engagement and achievement.

So that:

All leaders maintain a high profile in all their actions to supporting and delivering on behalf of underachieving disadvantaged students

Leaders routinely monitor the progress of disadvantaged students and organize interventions as appropriate

Leaders ensure that all teachers are identifying the barriers for individual disadvantaged students and are planning for in class interventions to support their learning and accelerate their progress

Ref	Key Actions		Lead	Resources / costs	Timescales / Review dates	Monitoring of implementation (who / how)
5.1	<u>Raising Standards and Pupil Progress Reviews</u> <ul style="list-style-type: none"> All pupil progress captures require all leaders to report on pupil progress data overall and by key groups, including disadvantaged students and to identify key actions to be undertaken as a result. All Year 11 RSL meetings with CTLs require clear reporting on the progress of disadvantaged students and clear identified plans to be in place for any that are underachieving. 	LM 4.3	Justine Kellow		Each and every Data Capture for each year group	Justine Kellow to lead monitoring of the quality of all Data Captures and analyses, advising SLT Line Managers

	<ul style="list-style-type: none"> • PiXL membership retained to provide leaders with clear networking opportunities to verify standards and make decisions about interventions with greater assurance. 			£ 3 500		
5.2	<p><u>Performance Development</u></p> <ul style="list-style-type: none"> • All Performance Development objectives identify quantifiable targets for disadvantaged students in their classes / subject / year group. • At the termly review of Performance Development, leaders will appraise the progress each member of staff has made in meeting the needs of disadvantaged students and their proximity to realizing their statistical target, brokering next steps as appropriate. 	LM 4.1.4.3	Claire White	Allocated directed time to allow for termly reviews to take place.	Performance Development Review Cycles February and May 2019	Claire White