

Disadvantaged students

	2016			2017			2018			3yr pattern D	3yr Trend D	3yr pattern gap	3yr Trend gap
	D	Non-D	Gap	D	Non-D	Gap	D	Non-D	Gap				
3+A*A7+	14.8	21.5	-6.7%	18.0	24.6	-6.6%	12.5	28.1	-15.6%	ID	-2.3%	NW	-8.9%
5+A*C4+	46.3	69.4	-23.1%	44.3	67.2	-22.9%	46.4	77.1	-30.7%	DI	+0.1%	NW	-7.6%
5+A*G1+	98.1	98.6	-0.5%	85.2	98.5	-13.3%	94.6	98.0	-3.4%	DI	-3.5%	WN	-2.9%
P8													

The current position

There is not clear evidence that the funds allocated to the school is having an impact in terms of outcomes for Disadvantaged students. In absolute terms, a lower percentage of Disadvantaged students are attaining at 3+A*A7+ and 5+A*G1+ than in 2016 (there was an increase in 3+A*A7+ in 2017 but a very significant drop in 5+A*G1+ in the same year). Figures for 5+A*C4+ have remained static across the last three years and are in line with national figures. However, the percentage of non-Disadvantaged students achieving at the same level has risen by 7.7%, causing the gap here to widen.

2018 data shows that the in-school gap between Disadvantaged and non-Disadvantaged students has widened at all attainment levels over the last 3 years. The gap at 5+A*C4+ now stands at 30.7%, standing above the national figure (2017) of 26.9% for the first time in the school's recent history.

It is important to develop a nuanced understanding of the challenges faced by different groups within the overall Disadvantaged cohort. For example, the indicative P8 for 2018 for Disadvantaged students identified as Pakistani (13 in all) is positive for both girls (+0.76) and boys (+0.22), both figures which stand comparison with national figures. However, P8 for white, British Disadvantaged students (27) is negative for both (-0.45 for girls and -1.39 for boys) and, at -0.94 overall, considerably below the latest published national figure for equivalent students of -0.68.

Summary of findings and Action Points

- 1) It is not clear how the school is spending the pupil premium. It does not appear that funding is being effectively directed so as to maximise progress and/ or outcomes for key cohorts of Disadvantaged students.
- 2) There is not sufficient evidence that there is a systematic evaluation of the impact of spending in this area.
- 3) The school website is not compliant with statutory guidance on information sharing with regard to PP funding.
- 4) Disadvantaged students and the challenges they face would benefit from a higher profile around school.
- 5) Targets and aims for improving progress and outcomes for Disadvantaged students are not consistently understood by middle leaders or class teachers.

Action points

1) Leadership.

- a) Appoint a senior Leader responsible for the progress and attainment of Disadvantaged students
- b) Produce a strategic plan for Disadvantaged students (Close the Gap Report) which is administered by the above Senior Leader but which is collectively owned, with specific responsibilities identified for all members of SLT (eg attendance (inc. PA), behaviour, engagement, advice & guidance). Plan is updated by all staff on a half-termly basis. Updated plan to become a standing item on SLT agendas.
- c) Ensure that leaders at all levels are aware of the priorities for Disadvantaged students and their specific roles in bringing about the changes required to improve rates of progress for Disadvantaged students.
- d) Ensure that all monies received to support Disadvantaged learners are fully accounted and attached to initiatives which clearly and specifically benefit Disadvantaged students.
- e) Produce an Entitlement document for Disadvantaged students which publicly enshrines the commitments that the school makes to these learners with regard to teaching and learning, pastoral support, advice and guidance and any other benefits the school offers. Publish this in addition to other documentation on the website
- f) Ensure that those in roles supported by funding for Disadvantaged students are aware of this and that they are held to account for the work that they are doing to support Disadvantaged students.
- g) Ensure that all spending is rigorously reviewed on an annual basis by senior leaders and that the impact of any initiative is thoroughly assessed to ensure value for money.
- h) The profile of Disadvantaged students needs to be raised. At all levels, discussions of the progress of Disadvantaged students should be of high and evident priority. Such discussions should be evident in key documentation – exam reviews, learning zone reviews, lesson observation, book looks, etc. – and used by senior leaders to update Closing the Gap Report and other strategic plans.

2) Governance.

- a) Nominate a governor to take oversight of Disadvantaged students.
- b) Updated Disadvantaged Students Plan/ Close the Gap Report to be shared with identified governor on a half-termly basis. Full plan is taken to full governors' meetings on a termly basis.
- c) Consider making Disadvantaged students a standing item on Governors agendas.

3) Legal Requirements

a) Ensure that published documentation (spending plan and evaluation) are compliant and published in accordance with statutory requirements.

4) Teaching and Learning

- a) Analyse the evidence available from the many years of research into T&L strategies that positively impact Disadvantaged students to develop a T&L policy for Disadvantaged students. This might appear within the school's overall T&L policy but the school's expectations for the support of Disadvantaged students must be clear to all teachers. These expectations should establish how Disadvantaged students will be challenged and treated differently in order to close the progress and attainment gaps. This policy should appear in parent-friendly language as part of the Entitlement set out in 1e) above.
- b) All Disadvantaged students to receive 1-to-1 support from a member of SLT throughout the options process. This should take the form of a formal 10/15 minute support meeting and on-going support thereafter to ensure that the right courses are selected for future career/ academic aspirations.

5) Attendance & Pastoral Care

- a) For the entitlement document (see 1e) above), identify best practice in the support and challenge of Disadvantaged students. Develop a 360° Profile (equivalent to the EHCP for SEN students) for all Disadvantaged students which Heads of House monitor, update and disseminate to all staff (can be electronically). The 360° Profile identifies interests, hobbies, skills and barriers for individual students and allow staff at all levels to understand those barriers, accommodate those barriers and help students to overcome them.
- b) For each Head of House, identify a key cohort of Disadvantaged students (15-20 across all year groups). Heads of House are expected to work with these students to address challenges and barriers to progress. These students are discussed in link meetings between Heads of House and Deputy Headteacher (Pastoral).
- c) Train pastoral staff so that every conversation is a conversation about learning and progress.

6) Enrichment and Engagement

- a) Use the 360° Profile to identify extra-curricular activities that Disadvantaged students would like to attend. Publish this list around transition time and ask staff to put them on. Free lunches for those who do so.
- b) Take attendance registers at all extra-curricular clubs and events (sports teams, production, trips, etc.). Monitor these to ensure Disadvantaged students are attending in proportion to their portion of the student body.