

# Cardinal Wiseman Catholic School Disadvantaged Student Strategy Statement

1. Summary information					
School	Cardinal Wiseman Catholic School, part of Romero Multi Catholic Academy				
Academic Year	2016/17	Total disadvantaged budget	£392,545	Date of most recent disadvantaged review	
Total number of pupils	1225	Number of pupils eligible for disadvantaged support	462	Date for next internal review of this strategy	Autumn 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average) School
% Overlap EM	44%/43 % National	69.% /69% National
% achieving expected progress in English / Maths (2015-16 only)	80.7%	90.8 %
Progress 8 score average	-0.77% / -0.32 National	0.01/0.12 National
Attainment 8 score average	39.7/ 40.8 National	51.7/ 52.6 National

### 3. Barriers to future attainment (for pupils eligible for PP)

*In-school barriers (issues to be addressed in school, such as poor literacy skills)*

A.	<p>Upon entry the average reading scaled score is Disadvantaged 98. Non disadvantaged 100. Grammar, punctuation and spelling scaled score Disadvantaged 101. Non disadvantaged 104. 52% arrived Secondary school ready in reading compared with National standard of 66% [14% gap].</p> <p>Upon entry the average Maths scaled score is Disadvantaged 99. Non disadvantaged 101. 57% arrived Secondary school ready in Maths compared with National standard of 70% [13% gap]. Baseline test shows 20% difference between disadvantaged and non-disadvantaged in those on track.</p> <p>Low levels of attainment in literacy and numeracy for Year 7 disadvantaged students.</p>
B.	Disadvantaged students make less progress than non-disadvantaged students in years 7-9.
C.	Disadvantaged students make less progress than non-disadvantaged students in English and Maths at KS4.
D.	High attaining and middle ability disadvantaged students make less progress than other students in Progress 8 scores.
E.	Engagement in opportunities which raise aspiration.

### External barriers (issues which also require action outside school, such as low attendance rates)

F.	Attendance rates for disadvantaged students are 93.3% (below the target for all students of 96%). Disadvantaged persistent absence is 21.33% compared to 12.89 % non- disadvantaged.
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4. Desired outcomes (desired outcomes and how they will)	
	Success criteria

<i>be measured)</i>		
<b>A.</b>	High levels of progress in literacy and numeracy for Year 7 disadvantaged students which close the gap with non-disadvantaged students.	The average reading age of Year 7 disadvantaged students improves from the autumn Granada Learning [GL] Assessment to the summer GL Assessment.  Numeracy skills of Year 7 disadvantaged students improve from the baseline assessment to the summer assessment.
<b>B.</b>	Improved rates of progress across KS3 for disadvantaged students.	Disadvantaged students make as much progress as 'other' students across KS3 so that the attainment gap is closed. If data analysis [three times per year] indicates this is not happening departments are putting in place wave 1 intervention, monitored by subject leads, heads of faculty [HOF] and senior leaders.
<b>C.</b>	Improved rates of progress in Maths and English at KS4 for disadvantaged students.	Disadvantaged students make as much progress as 'other' students so that the attainment gap is closed. If data analysis [three times per year] indicates this is not happening the Maths and English departments are putting in place wave 1 intervention, monitored by the subject leads, heads of faculty [HOF] and senior leaders.  Maths and English GCSE outcomes for disadvantaged students are above that of disadvantaged students nationally. The gap between the attainment of disadvantaged students and non-disadvantaged students has narrowed.
<b>D.</b>	Improved rates of progress for high attaining students and middle ability disadvantaged students in Progress 8 scores.	Disadvantaged students identified as high attaining and middle ability from KS2 levels make as much progress as 'other' students identified as high attaining and middle ability. If data analysis [three times per year] indicates this is not happening departments are putting in place wave 1 interventions, monitored by subject leads, heads of faculty [HOF] and senior leaders.
<b>E.</b>	Provide opportunities for disadvantaged students to participate in extracurricular activities homework and breakfast club and partnership work with the University of Warwick.	Mapping of participation in the wider cultural, social and extra-curricular life of the school leading to targeted support.
<b>F.</b>	Disadvantaged attendance is in line with Non-disadvantaged attendance.	Overall attendance for disadvantaged students improves from 93.3% to 95.6% in line with 'other' students  Reduce the number of persistent absences among disadvantaged students from 21.33% to 12.89% in line with 'other' students or below.

#### 5. Planned expenditure

Academic year

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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A. High levels of progress in literacy and numeracy for Year 7 disadvantaged students which close the gap with non-disadvantaged students.	Teaching and assessment in English and Maths.	<ul style="list-style-type: none"> <li>To use the KS2 Question Analysis so that the gaps in the literacy and numeracy skills of disadvantaged students can be identified. To target teaching to addresses these gaps.</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged students make as much progress as 'other' students in English and Maths so that the attainment gap is closed by the end of Year 7.</li> <li>If data analysis indicates this is not happening the Maths and English departments are putting in place wave 1 intervention, monitored by the subject leads, heads of faculty [HOF] and senior leaders.</li> </ul>	Literacy / Numeracy Lead	November /April/July data entry
	CPD allowing primary school Leaders to inform staff about changes to the Primary curriculum. Primary liaison	<ul style="list-style-type: none"> <li>All staff have a raised awareness of the standards in Primary school.</li> </ul>	<ul style="list-style-type: none"> <li>Schemes of work adapted to support progression in Maths and English in particular.</li> </ul>	MO MO/ BN	Spring term
.	Increased curriculum time for History and Geography to develop the literacy skills of Year 7 students.	<ul style="list-style-type: none"> <li>This increased curriculum time will enable disadvantaged students of all abilities to develop their literacy skills in the context of a subject. Both History and Geography are literary subjects which promote reading, writing and correct use of punctuation and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>This will be evidenced using English and Humanities written assessments in November, March and June which indicate that the gap between disadvantaged and non-disadvantaged students are reducing</li> </ul>	Literacy Lead	November, March, June data collection.
B. Improved rates of progress across KS3 for disadvantaged students.	Continue to embed effective strategies for quality feedback.	<ul style="list-style-type: none"> <li>Many different evidence sources (including John Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment. [ 8 months of progress across a year] We want to embed practice and ensure that time is used effectively within the classroom to action improvement and improve the quality of green pen dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>Work scrutiny and student voice will take place throughout the year and will focus on underperforming disadvantaged students.</li> <li>Subject reviews will also analyse the progress of disadvantaged students and the impact of departmental interventions.</li> </ul>	SLT/ HoF/ Subject Leaders/	Faculty Reviews/ SLT Quality Assurance September, November, December, January,February, March, April, May, June

.	<p>Use of Show My Homework and monitoring of homework set.</p> <p>Monitoring of the completion of homework.</p>	<ul style="list-style-type: none"> <li>The EEF toolkit cites homework as adding 5 months to a student's academic progress</li> <li>With SMH we can set homework electronically and parents can also view this.</li> <li>We can also monitor the amount of homework set.</li> </ul>	<ul style="list-style-type: none"> <li>CPD to ensure all staff can set homework electronically</li> <li>Tutors model use of SMH</li> <li>CPD at parents evenings</li> <li>Monitoring of amount of homework set by staff and departments</li> <li>Monitor quality and quantity of homework through pupil voice.</li> <li>Analysis of Attitudes to Learning data to identify disadvantaged students who are not completing homework.</li> <li>Progress Leaders to intervene to improve completion of homework by disadvantaged students.</li> </ul>	<p>DIL</p> <p>Tutors DIL DIL</p> <p>SLT</p> <p>C. Hyland Progress Leaders</p>	<p>September</p> <p>Half termly Half termly Half termly</p> <p>Calendared Quality Assurance</p> <p>After calendared data collection</p>
	<p>Identification of disadvantaged students on seating plans.</p>	<ul style="list-style-type: none"> <li>For disadvantaged students to be easily identified by staff in every lesson, and for seating plans to be supportive of disadvantaged learners.</li> </ul>	<ul style="list-style-type: none"> <li>Checks by HOD's and SLT on the system.</li> </ul>	<p>All staff</p>	<p>September</p>
	<p>Professional Training Teaching and Learning.</p>	<ul style="list-style-type: none"> <li>A highly trained staff have the tools to produce outstanding lessons regularly. This can only be achieved through a school commitment to training in teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Through identification and selection of pertinent training opportunities with the focus on the disadvantage agenda.</li> <li>A CPD programme that ensures time built in for review of evidence found from QA schedule.</li> </ul>	<p>Deputy Headteacher responsible for Teaching and learning</p>	<p>January</p>
<p>C. Improved rates of progress in Maths and English at KS4 for disadvantaged students.</p>	<p>Production of new schemes of work to reflect the new specifications, grading system and linear examinations.</p>	<ul style="list-style-type: none"> <li>HOD's train members of the department on the new requirements of the specifications</li> <li>The departments moderate pieces of work and mock exams</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of schemes of work.</li> <li>Exam intervention plan for disadvantaged students.</li> <li>Book scrutiny</li> <li>Student voice</li> </ul>	<p>CT/HA</p>	<p>September</p>

	Year 11 disadvantaged literacy tutor group based on the worst P8 scores summer term data.	<ul style="list-style-type: none"> <li>This tutor group will benefit from daily intensive support in developing their literary skills.</li> </ul>	<ul style="list-style-type: none"> <li>Regular testing of the students will identify areas of improvement and areas which need developing.</li> </ul>	CT	September- June Calendared data collection
.	Maths intervention class created for set 3.	<ul style="list-style-type: none"> <li>This group will benefit from intensive support in developing their numeracy skills. 27/52 students.</li> </ul>	<ul style="list-style-type: none"> <li>Regular testing of the students will identify areas of improvement and areas which need developing.</li> </ul>	MS/MO	September- June Calendared data collection
	Targeted out of classroom hours revision.	<ul style="list-style-type: none"> <li>Using rigorous data analysis underachieving students will be identified and targeted for out of classroom hour's revision. 44 students.</li> </ul>	<ul style="list-style-type: none"> <li>Regular testing of the students will identify areas of improvement and areas which need developing.</li> </ul>	MS/HA/CT	January- May
	Identification of disadvantaged students on seating plans.	<ul style="list-style-type: none"> <li>For disadvantaged students to be easily identified by staff in every lesson, and for seating plans to be supportive of disadvantaged learners.</li> </ul>	<ul style="list-style-type: none"> <li>Checks by HOD's on the system.</li> </ul>	English and Maths staff	September
	Continue to embed effective strategies for quality feedback.	<ul style="list-style-type: none"> <li>We want to embed practice and ensure that time is used effectively within the classroom to action improvement and improve the quality of green pen dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>Calendared work scrutiny and student voice will take place throughout the year and will focus on underperforming disadvantaged students.</li> <li>Subject reviews will also analyse the progress of disadvantaged students and the impact of departmental interventions.</li> </ul>	SLT/ HoF/ Subject Leaders/	Calendared Faculty Reviews/ SLT Quality Assurance
D. Improved rates of progress for High Attaining students and middle ability disadvantaged students in Progress 8 scores.	Embed use of Above and Beyond	<ul style="list-style-type: none"> <li>Improve challenge in learning for all students and particularly higher ability disadvantaged students. There needs to be an increased focus on raising aspiration and independent learning.</li> </ul>	<ul style="list-style-type: none"> <li>Above and Beyond tasks should be incorporated into schemes of work and evidenced by pupil voice and book scrutiny.</li> <li>Collaborative English and Science teachers working with 5 students per school to raise aspiration and develop independent learning.</li> </ul>	HoF	Faculty QA

	Identification of disadvantaged high and middle ability students on seating plans.	<ul style="list-style-type: none"> <li>For disadvantaged high and middle ability learners to be easily identified by staff in every lesson, and for seating plans to be supportive of disadvantaged learners in every lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Checks by HOD's and SLT</li> </ul>	All staff	September
	Continue to embed effective strategies for quality feedback.	<ul style="list-style-type: none"> <li>We want to embed practice and ensure that time is used effectively within the classroom to action improvement and improve the quality of green pen dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>Work scrutiny and student voice will take place throughout the year and will focus on underperforming disadvantaged students.</li> <li>Subject reviews will also analyse the progress of disadvantaged students and the impact of departmental interventions.</li> </ul>	SLT/ HoF/ Subject Leaders/	Calendared Faculty Reviews/ SLT Quality Assurance
<b>Total budgeted cost</b>					£56,277
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. High levels of progress in literacy and numeracy for year 7 disadvantaged students which close the gap with non-disadvantaged students.	Drop Everything and Read.	<ul style="list-style-type: none"> <li>Martin Cragg ex HMI inspector and current Ofsted Inspector recommended this as an excellent strategy for improving literacy and modelling the 'habit' of reading as staff also participate in 'Drop Everything and Read'.</li> </ul>	<ul style="list-style-type: none"> <li>All year 7 students finish their lessons at 3.00pm so they can spend 20 minutes reading.</li> </ul>	KD	GL Assessment and Accelerated Reader assessments to monitor progress.  February/ June

	Accelerated Reader.	<ul style="list-style-type: none"> <li>Renaissance Learning provides software specifically designed to help children of all ages and abilities to read. Accelerated reader combines baseline assessment and personalised reading practice to promote reading for pleasure and encourage students to use reading to learn. All year 7 and 8 students are registered for the scheme.</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged students will take two tests at the start and end of year 7. Disadvantaged students will be identified on the Growth Report so a statistical analysis of impact can be made.</li> </ul>	Librarian	September/ June
	1-1 Tuition 6 sessions for disadvantaged students.	<ul style="list-style-type: none"> <li>The EEF toolkit lists 1-1 tuition as being an effective strategy to raise attainment</li> </ul>	<ul style="list-style-type: none"> <li>A teacher will run a programme for six weeks which targets underperforming disadvantaged students in maths and English.</li> <li>Students will be tested at the start and end of the programme so that the impact of the intervention can be measured.</li> </ul>	Deirdre Nardiello CT/HA	Every half term
B. Improved rates of progress across KS3 for disadvantaged students.	Use of Progress Leaders to discuss barriers to learning of those disadvantaged students who are not an attendance, social/emotional or SEN intervention.	<ul style="list-style-type: none"> <li>Progress Leaders have responsibility for the overall progress of the students in their year groups and have a good understanding of disadvantaged student's barriers to learning.</li> </ul>	<ul style="list-style-type: none"> <li>Progress Leaders to interview students, arrange parental meetings and discuss progress with subject leaders and HoF.</li> </ul>	Progress Leaders	After calendared data collection
	Support the progress and attainment of disadvantaged EAL [English as an additional Language] students.	<ul style="list-style-type: none"> <li>The school employs Urdu, Arabic and Polish speakers to support disadvantaged EAL students. 20 volunteers from Coventry University also work with these students.</li> </ul>	<ul style="list-style-type: none"> <li>Language in Common Assessment testing.</li> </ul>	EAL Co-ordinator	Termly
	Support the progress of disadvantaged LAC [Looked after Children].	<ul style="list-style-type: none"> <li>13 of the students who are disadvantaged are also LAC and are entitled to specific support.</li> </ul>	<ul style="list-style-type: none"> <li>Coordinator for LAC compiles the LAC reviews and supports students with attendance, academic targets and SEN intervention.</li> </ul>	OH	Half termly

	Foundation Group years 7 – 8.	<ul style="list-style-type: none"> <li>49% of the students in the Foundation Groups are disadvantaged and the group supports the acceleration of their progress.</li> </ul>	<ul style="list-style-type: none"> <li>A specialist team has responsibility for teaching these groups for most of their subjects. A reduction in the number of teachers who teach them will enable teachers to have a deep understanding of their strengths and areas for development and support their transition from primary school.</li> </ul>	OL [SENCO]	November/April/July data entry
C. Improved rates of progress in Maths and English at KS4 for disadvantaged students.	Track performance of disadvantaged students in English and Maths.	<ul style="list-style-type: none"> <li>Rigorous analysis of the data and the monitoring of interventions based on underperformance will support raising the attainment of disadvantaged students.</li> </ul>	<ul style="list-style-type: none"> <li>Track the data for each year group of disadvantaged students in English and Maths at three key points throughout the year.</li> <li>Maths and English subject leads meet with SLT fortnightly to discuss student progress in Maths, English and the overlap and plan interventions.</li> </ul>	MS/CT/HA	September - July
	Senior Leaders responsible for intervention meet fortnightly with the Progress Leader for KS4.	<ul style="list-style-type: none"> <li>Discussion of individual students based on data analysis, attendance record, behaviour report and knowledge of emotional and social needs allows for strategic intervention at both an academic</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged underperforming students are identified and bespoke interventions discussed which will impact on progress and attainment at KS4 including Maths and English.</li> </ul>	DIL/MS/OG	September - July
.	Intervention meetings with Progress Leaders, Second in Department and HOF to discuss underperforming students.	<ul style="list-style-type: none"> <li>Intervention meetings with subject leaders will target underachieving students. Interventions need to be recorded on a central data base to allow for a stronger accountability system and structure.</li> </ul>	<ul style="list-style-type: none"> <li>Intervention strategies tracker to be completed for identified year 11 by all teachers of KS4 English and Maths. Checked by SLT</li> </ul>	CT/HA MS	September- July
.	SLT and Progress Leader interviewing of underperforming disadvantaged students in English and Maths to ascertain barriers to learning.	<ul style="list-style-type: none"> <li>Learning conversations with the student and school promote a team approach to overcoming barriers to achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Targeted intervention such as moving to the Maths/ English tutor group, Wednesday period 5 class, Saturday class.</li> </ul>	MS/OG/HA/CT	November/ January/ June



D. Improved rates of progress for high attaining students and middle ability disadvantaged students in Progress 8 scores.	Track the performance of high ability and middle disadvantaged students	<ul style="list-style-type: none"> <li>Intervention meetings with subject leaders will target underachieving students.</li> <li>Parental meetings</li> </ul>	<ul style="list-style-type: none"> <li>Interventions need to be recorded on a central data base to allow for a stronger accountability system and structure.</li> </ul>	MS/ /DIL/ Progress Leaders	Calendared intervention meetings
	SLT mentoring	<ul style="list-style-type: none"> <li>Learning conversations with the student and school promote a team approach to overcoming barriers to achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Targeted group of underperformers mentored by SLT to identify barriers to achievement and provide motivation and support.</li> </ul>	DIL/MS/SLT	September /January
	Elements of the Quality Assurance processes focus on the progress of disadvantaged students	<ul style="list-style-type: none"> <li>Data sheets and seating plans are used effectively to monitor and support the progress of disadvantaged students</li> </ul>	<ul style="list-style-type: none"> <li>Calendared work scrutiny and student voice will take place throughout the year and will focus on underperforming disadvantaged students.</li> <li>Subject reviews will also analyse the progress of disadvantaged students and the impact of departmental interventions.</li> </ul>	SLT/ HoF/ Subject Leaders/	Calendared Faculty Reviews/ SLT Quality Assurance
	Provide a workspace at school for disadvantaged students to use	<ul style="list-style-type: none"> <li>Some disadvantaged students do not have a space at home to complete work.</li> </ul>	<ul style="list-style-type: none"> <li>After school use of the library is promoted.</li> <li>A homework room for year 11 is created.</li> </ul>	Dil	September – July Spring term
<b>Total budgeted cost</b>					£193,441
<b>Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>the evidence and rationale for this choice?</b>	<b>How you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B. Improved rates of progress across KS3 for disadvantaged students.	Bid system for HOD's to provide extra resources for initiatives for disadvantaged students.	<ul style="list-style-type: none"> <li>This Bid in system allows departments and pastoral staff to help students to engage fully with the curriculum. Funding for basic equipment, food ingredients and uniform are essential to allowing disadvantaged students to achieve at least as well as their peers.</li> </ul>	<ul style="list-style-type: none"> <li>HOD's complete a proforma outlining cost and number of students who will be supported</li> <li>Create a policy which outlines the criteria for bidding.</li> </ul>	DIL	December

<p>B. Improved rates of progress across KS3 for disadvantaged students.</p> <p>C. Improved rates of progress in Maths and English at KS4 for disadvantaged students</p> <p>D. Improved rates of progress for high attaining students and middle ability disadvantaged students in Progress 8 scores.</p>	<p>Inclusion and support.</p>	<ul style="list-style-type: none"> <li>Part of the funding will go to ensure that appropriate support is provided by Learning Support Assistants and staff in TRAX.72% of students who use these alternative provisions to the classroom are disadvantaged students and such provision has an impact on their learning. The school works hard to ensure every learner achieves and that needs are most appropriately met.</li> </ul>	<ul style="list-style-type: none"> <li>No disadvantaged student becomes a NEET.</li> <li>Every learners needs are met through a variety of alternative provision paths. These will be reviewed on a one to one basis</li> </ul>	<p>Deputy Headteacher responsible for Behaviour</p>	<p>Half termly</p>
<p>B. Improved rates of progress across KS3 for disadvantaged students.</p> <p>D. Improved rates of progress for high attaining students and middle ability disadvantaged students in Progress 8 scores.</p>	<p>Raising Aspiration.</p>	<ul style="list-style-type: none"> <li>To broaden horizons and provide information which promotes aspiration.</li> </ul>	<ul style="list-style-type: none"> <li>Progress Leaders to plan events such as assemblies and parent workshops which raise awareness and raise aspiration. For example information on exam boards, exam structure, career pathways.</li> </ul>	<p>Progress Leaders</p>	<p>September- July</p>
<p>C. Improved rates of progress in Maths and English at KS4 for disadvantaged students.</p>	<p>Targeted parent invitations to discuss progress and attainment.</p>	<ul style="list-style-type: none"> <li>Learning conversations with the student, school and home promote a team approach to overcoming barriers to achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Calendared parents evenings</li> <li>Meetings with SLT mentors where students are set targets which are reviewed and progress discussed.</li> </ul>	<p>OG/ PC/MS/DIL</p>	<p>September – July</p> <p>September</p>
	<p>Plan and deliver parent workshops to support parents in helping their children overcome barriers to success.</p>	<ul style="list-style-type: none"> <li>The EEF toolkit lists parental engagement in its 10 most effective strategies in closing the attainment gap between disadvantaged and non-disadvantaged students. The workshop will support parents in helping their children with Maths, English and revision strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be targeted from data collection. Staff provide areas of weakness that can be supported at home. Specialist Maths and English teacher to provide resources and deliver presentation.</li> </ul>	<p>DIL/CT/HA</p>	<p>November/ February</p>

<p>D. Improved rates of progress for High Attaining students and middle ability disadvantaged students in Progress 8 scores.</p>	<p>Year 11 high ability 'Aspiration' tutor group.</p>	<ul style="list-style-type: none"> <li>To overcome lack of aspiration as a barrier to achievement 24 students will meet with a senior leader supported by the Lay Chaplain and participate in sessions designed to widen horizons and explore opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Students will meet once a week and the programme will be supported by Lead Practitioners for Growth Mindsets.</li> </ul>	<p>MS/ BY</p>	<p>January</p>
<p>D. Improved rates of progress for high attaining students and middle ability disadvantaged students in Progress 8 scores.</p> <p>E Provide opportunities for disadvantaged students to participate in extracurricular and house activities, homework and breakfast club and partnership work with the University of Warwick</p>	<p>Partnership work with Local Universities and Russell group Universities to support the career planning, aspiration and engagement of high ability disadvantaged students from years 7-11.</p>	<ul style="list-style-type: none"> <li>This is a high impact low cost strategy. The University are keen to support schools. Students benefit as we target students whose parents have not been to University. They experience workshops, 6 week programmes, membership of an online global community and have opportunities to visit the campus.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be targeted from data collection and recommendations from pastoral lead.</li> <li>Student voice to ascertain impact.</li> </ul>	<p>DIL</p>	<p>September</p>
<p>E Provide opportunities for disadvantaged students to participate in extracurricular and house activities, homework and breakfast club and partnership work with the University of Warwick</p>	<p>Careers advisors provide support to disadvantaged students first.</p>	<ul style="list-style-type: none"> <li>Although the EEF toolkit states this does not impact on progress, it is imperative that disadvantaged students receive impartial careers advice. This support has an impact on aspirations and attainment as motivation.</li> </ul>	<ul style="list-style-type: none"> <li>Careers advisor gathers data on impact of advice</li> </ul>	<p>OG/Careers Advisor</p>	<p>September - May</p>

	<p>Lunch club Homework club/ extended library opening hours Youth club Anger Management support Chaplaincy Team Pupil Leadership Group Sports Teams School Production Alton Castle retreat.</p>	<ul style="list-style-type: none"> <li>The clubs help to develop the students' wider SMSC- spiritual, moral, social, cultural education. They support student's personal development and provide emotional support.</li> </ul>	<ul style="list-style-type: none"> <li>Target students to attend and impact measures in improved outcomes.</li> <li>Through Homework Club more students have access to the IT and study facilities. The more vulnerable can access support in the learning support centre after school</li> </ul>	Support staff DIL	October/ February
	Work Related Learning Coordinator.	<ul style="list-style-type: none"> <li>6/11 students on Work Related Learning are disadvantaged students.</li> </ul>	<ul style="list-style-type: none"> <li>Provision of alternative curriculum and Work Related Learning.</li> <li>Evaluation of their attitude and progress as a result of the provision.</li> </ul>	Deputy Headteacher responsible for Behaviour	Termly
.	Uniform and equipment	<ul style="list-style-type: none"> <li>To provide disadvantaged students with the equipment to be able to attend school and succeed and resources to support learning at home</li> </ul>	<ul style="list-style-type: none"> <li>.Bid system will ensure that the correct students are supported.</li> <li>Stationary available to buy at discounted prices</li> </ul>	OH	Termly
F. Disadvantaged attendance is in line with non-disadvantaged attendance.	<p>Attendance Officer employed to monitor students and follow up quickly on trancies.</p> <p>First day response provision</p>	<ul style="list-style-type: none"> <li>We cannot improve attainment for students' if they are not actually attending school. Disadvantaged Persistent Absence is a particular focus for us and the in school gap needs closing.</li> <li>Attendance rates for disadvantaged students are 93.3% [below the target</li> </ul>	<ul style="list-style-type: none"> <li>Progress Leader, Assistant Progress Leader, APCC, Attendance Office, Deputy Head will collaborate to ensure school processes work smoothly together.</li> <li>Same day calls about progress for target students and bespoke integration programme to</li> </ul>	Deputy Headteacher , Pastoral Leads Attendance Officers	On going

		<p>for all students of 96%.Persistence absence is 21.33% for disadvantaged students compared to 12.89% for non-disadvantaged students.</p>	<p>ensure students attend on a regular basis.</p> <ul style="list-style-type: none"> <li>• Attendance and progress discussed with APC's and Assistant Progress Leaders fortnightly.</li> <li>• Intervention groups</li> <li>• Letters about attendance to parents/carers. Attendance Office visits all persistent absence disadvantaged at home to discuss attendance with parents/carers and explore barriers.</li> <li>• 6 week plan meetings with parents in school.</li> <li>• Attendance Ambassadors Year 8.</li> <li>• Strategy meeting half termly</li> </ul>		
	<p>Two CAF Coordinators and a LAC worker to support targeted students</p>	<ul style="list-style-type: none"> <li>• Use some funding to employ the services of CAF Co-ordinators so that target learners and their families feel supported in many ways that without which would have detrimental impact on the learners progress and attainment. It also ensures that parents feel supported in ensuring they understand best to work with their children in supporting their education.</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies demonstrating impact</li> </ul>	<p>Deputy Headteacher , Pastoral Leads and Attendance Officer</p>	<p>On going</p>
<b>Total budgeted cost</b>					<b>£142,827</b>

A. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if Appropriate.	Lessons learned (and whether you will continue with this Approach)	Cost £416,667
Improve progress of disadvantaged students	<p>High quality feedback.</p> <p>Targeted intervention in English and Maths.</p> <p>Student tracking.</p> <p>Exam support.</p> <p>Intervention</p> <p>Accelerated Reader.</p> <p>Additional adults employed to support our most disadvantaged students through in class support, one to one mentoring and small group intervention.</p>	<ul style="list-style-type: none"> <li>All staff are fully cognisant of successful pedagogy rooted in outcomes.</li> <li>Year 11 provided with revision materials and out of classroom support in the form of small group intervention, holiday classes, after school classes, Saturday classes.</li> <li>Student attainment and progress tracked. Years 10/11.</li> <li>Year 11 students provided with study skills guides revision planners and revision cards. Out of classroom support in the form of small group intervention, holiday classes, after school classes, Saturday classes. Outside agency used to teach revision skills.</li> <li>Provision of alternative curriculums. Placements in Work Related Learning and TRAX.</li> <li>Disadvantaged students took two tests at the start and end of year 7. Disadvantaged students were identified on the Growth Report so a statistical analysis of impact could be made.</li> <li>Foundation group in Years 7 and 8 to support the acceleration of progress for the most vulnerable and low achievers.</li> </ul>	<ul style="list-style-type: none"> <li>Clear and focused CPD raised standards consistently across the curriculum. Costs were relatively cheap for high return.</li> <li>To embed this marking policy. Student voice said this was really helpful.</li> <li>Attainment for all students improved. In January 2016 predicted results were. Actual results in August 2016 were</li> <li>Tracking of disadvantaged students to be embedded across year 7-11 and placed on school calendar.</li> <li>In school support effective. Improved examination results. . In January 2016 predicted results were. Actual results in August 2016 were</li> <li>There were no NEETs from Year 11 as early intervention supported them in getting into training or college.</li> <li>All Year 11 in 2016 gained qualifications from school and Work Related Learning.</li> <li>74 disadvantaged students participated in the scheme and 43 showed measurable progress.</li> <li>Students benefit from this transition group and made good progress in year 7.</li> </ul>	<p>TA support, 1:1 intervention</p> <p>Data Manager,</p> <p>External agency.</p> <p>Work Related Learning Coordinator</p>

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
Support for attendance and aspirations	<p>Cross phase (primary and secondary) Family Support Worker to support targeted students with several potential barriers to learning.</p> <p>Careers Advisor to work with our most disadvantaged students to raise aspirations.</p>	<ul style="list-style-type: none"> <li>Approximately 32 of these students were disadvantaged and this intervention led to improved attendance and attitude to learning. The attendance gap between disadvantaged and non-disadvantaged reduced to 1.8% from 2.8%.</li> <li>At present 11 pupils who are LAC are being supported</li> <li>Disadvantaged students targeted for engaging work experience placements to raise aspiration</li> <li>Provided with careers advice first</li> </ul>	Address attendance issues for a small group of students through one to one support	<p>Disadvantaged /CLA worker, CAF Co-ordinator , Attendance Officer</p> <p>Careers advisor</p> <p>£15k - to target the most vulnerable / at risk of not going into education or training at 16 and whose aspirations are low.</p>
iii. Other approaches				
Desired outcome	Chosen action / Approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if Appropriate.	Lessons learned (and whether you will continue with this approach)	
<p>Raised Aspiration</p> <p>Subsidy of uniform and travel costs to school and Work Related Learning Placements</p>	<p>Enrichment</p> <p>Uniform/ bus passes</p> <p>Parental support</p>	<ul style="list-style-type: none"> <li>Subsidised trips for disadvantaged students which broadened horizons.</li> <li>Dare to Dream Project</li> <li>Partnership work with Local Universities and Russell group Universities to support the career planning, aspiration and engagement of high ability disadvantaged students from years 7-11.</li> <li>Disadvantaged students provided with the equipment to be able to attend school and succeed and resources to support learning at home</li> <li>Targeted parent invitations to discuss progress and attainment</li> <li>Parent workshops to support parents in helping their children overcome barriers to success.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities provided for disadvantaged students to visit a range of educational venues and participate in reward trips. All disadvantaged students had the opportunity to visit the 'Skills Show', Photography and Art exhibitions, Geography Field Trip.</li> <li>Address self-esteem and anxiety issues. Student voice evidence indicates this project was successful.</li> <li>Students experience workshops, 6 week programmes, and membership of an online global community and have opportunities to visit the university campus. Student voice evidence and motivational scores evidence indicates this had a positive impact on aspiration.</li> <li>Bid system to ensure that the correct students are supported. CLA coordinator monitors bids and allocations.</li> <li>Develop parental engagement further as all the evaluations indicate that parents found these workshops extremely helpful. Develop website support.</li> </ul>	

**B. Additional detail**

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.



