

Disadvantaged Students Action Plan 2016 – 2017

Action	Sutton Trust EEF Research	Lead	Timescale	Cost	Success criteria	Monitoring
<p><u>Leadership</u></p> <p>Closing the Gap between students eligible for the Pupil Premium and other students is a school-wide high priority.</p> <p>All staff to be aware of which students are eligible for the Pupil Premium.</p> <p>All staff to have high expectations for eligible students in a ‘no excuses’ culture.</p>	<p>Although the Sutton Trust has not conducted research in this area we feel that it is vital that ‘closing the attainment and progress gap’ is viewed as a high priority across the school.</p>	RCP	Sept 2016 to July 2017	£0	<p>All teachers and teaching assistants are aware of who the disadvantaged students are, what their role is and details are recorded clearly in mark books.</p> <p>100% of disadvantaged students’ exercise books and assessed work to be marked in detail, in-line with the school marking policy – there is no difference in marking frequency and feedback quality with non-disadvantaged students.</p> <p>All staff understand that being a disadvantaged student does not equate to ‘lower ability’.</p>	<p>Staff surveys, Curriculum Leader Files and Matrix meeting minutes monitored in line with published schedule – RCP, SLT and HODs.</p>

<p>Leadership</p> <p>Introduce a ‘Pupil Premium Leader’ through the restructuring of Assistant Headteacher roles on the senior leadership team and HoH to HOY. The “Closing the Gap Strategic Lead” will have the leadership responsibility for implementing and monitoring aspects of the PP Action Plan.</p> <p>They will work alongside members of SLT who will have strategic leadership responsibility (progress and achievement), and HOY for the progress and achievement of all students in a year group, especially those eligible for the Pupil Premium.</p>	<p>Again the Sutton Trust in this area has not conducted research but we believe that as the closing the gap agenda is a high priority for the school it must be reflected in the roles of the leadership team.</p>	<p>MAT RCP RFW HOY</p>	<p>Sept 2016 to July 2017</p>	<p>£ 6000</p>	<p>The progress and achievement of all students, including those eligible for the Pupil Premium is closely tracked, analysed and appropriate support/intervention is implemented to ensure that students meet or exceed expected levels of progress.</p> <p>Aspirational Goal - there is no difference in Achievement and Progress between Disadvantaged and other than disadvantaged.</p> <p>Disadvantaged students are performing at least in-line with their peers, if not above by August 2017.</p>	<p>Each HOY to produce a termly report to the SLT on the achievement, progress and associated effectiveness of support and interventions for each year group, which includes PP students – RFW and HOY</p> <p>Monitoring of the progress and attainment of disadvantaged students is in-line with autumn, spring and summer data checks – HOY, HODs, RFW, RCP and MAT</p> <p>Overall evaluation of success in the Exam Analysis document in the autumn of 2016 – HODs, HOY, RFW, RCP and AMP</p>
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<p><u>Data tracking and analysis</u></p> <p>Implement new homework package (Show My Homework) and associated seating plan package to ensure that staff at all levels are aware of all sub-groups, including disadvantaged students, in their classes and that relevant up to date performance data is always available.</p>	<p>Homework (+ 5 months)</p>	<p>WMS RfW</p>	<p>Sept 2016 until May 2017</p>	<p>£1800</p>	<p>The progress and achievement of all students, including disadvantaged students, is closely tracked, analysed and appropriate and timely support and intervention is implemented to ensure that students meet or exceed expected levels of progress.</p>	<p>Each HOY to produce a termly report to the SLT on the achievement, progress and associated effectiveness of support and interventions for each year group, which includes PP students – RfW and HOY</p>
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<p><u>Challenge the Gap Project</u></p> <p>Through our engagement in the nationally recognised Challenge the Gap Project (through Challenge Partners), we along and with our workshop teams will develop crucial expertise in narrowing gaps between disadvantaged students and their peers. It will also enable us to benefit from a nation-wide support system of schools wanting to narrow their gaps.</p> <p>We will take part in year two of the nationally recognised Challenge the Gap Project. This project will focus on a new group of 15 disadvantaged students in Year 9 and continue with the current group into year 10.</p> <p>Our ambition is to become a Lead Facilitating School for the programme and set up a Plymouth Hub from September 2017.</p>	<p>Collaborative learning (+5 months)</p> <p>Behaviour interventions (+4 months)</p> <p>Outdoor learning (+3 months)</p>	<p>MAT (lead)</p> <p>SMP (Maths)</p> <p>MSC (English)</p> <p>SH (AHoY)</p>	<p>July 2016 – July 2017</p>	<p>£12 000</p>	<p>At least 90% of disadvantaged students in the Year 9 target are performing at least in-line with their peers, if not above on their pathway for English and Maths.</p> <p>At least 90% of disadvantaged students in the Year 10 target group are Grade 4+ and at least 70% are Grade 5+ in both English and Maths.</p> <p>The overall attendance of all disadvantaged students in the target group is at least 94% for 2016-2017.</p> <p>No disadvantaged student in the target group is issued with a fixed term exclusion in 2016-2017.</p>	<p>Monitoring of the progress, attainment and attendance of targeted disadvantaged students is in-line with autumn, spring and summer data checks – MAT</p> <p>Half termly monitoring of behaviour - CTG team</p>
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<p>English</p> <p>Disadvantaged Student Support Fund to provide small group and one-to-one tuition as well as additional resources for disadvantaged students in Years 7-11.</p> <p>Aspirational Goal - there is no difference in Achievement and Progress between Disadvantaged and other than disadvantaged. Disadvantaged students are performing at least in-line with their peers, if not above.</p> <p>The fund will allow a member of staff from within the English team to be the Lead Professional for the progress and attainment of disadvantaged students across the department.</p>	<p>Reduced class size (+3 months)</p> <p>Small group tuition (+4 months)</p> <p>One to one tuition (+ 5 months)</p> <p>Mastery learning (+ 5 months)</p>	<p>DAB JAW MSC</p>	<p>September 2016 to July 2017</p>	<p>Disadvantaged Student Support Fund: £4000</p>	<p>The reading ages of all disadvantaged students meets or exceeds their chronological ages by the end of Year 8.</p> <p>Year 7 – Target to be set in September 2016 once data on entry confirmed. Using new KS2 assessment measures.</p> <p>Year 8 – At least 70% of disadvantaged students are MS+ in English</p> <p>Year 9 – At least 70% of disadvantaged students are MS+ in Maths</p> <p>Years 10 and 11 –</p> <p>The attainment gap in English between disadvantaged and all other students is reduced to zero or above in English by 2017 for Year 11 and 2018 for Year 10</p> <p>The progress gap in English between disadvantaged and all other students is reduced to zero or above in English by 2017 for Year 11 and 2018 for Year 10</p>	<p>Termly monitoring of reading age / literacy improvements – JAW</p> <p>Monitoring of the progress and attainment of disadvantaged students is in-line with autumn, spring and summer data checks – MSC, DAB, RFW and HOYs</p> <p>Overall evaluation of success in the Exam Analysis document in the autumn of 2017 – DAB, RFW and AMP</p>
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<p>Mathematics</p> <p>Disadvantaged Student Support fund to provide small group and one-to-one tuition as well as additional resources for students eligible for the Pupil Premium in Years 7-11.</p> <p>Aspirational Goal is there is no difference in Achievement and Progress between Disadvantaged and other than disadvantaged. Disadvantaged students are performing at least in-line with their peers, if not above</p> <p>The fund will allow a member of staff from within the Maths team to be the Lead Professional for the progress and attainment of disadvantaged students across the department.</p>	<p>Reduced class size (+3 months)</p> <p>Small group tuition (+ 4 months)</p> <p>One to one tuition (+ 5 months)</p>	<p>KAM SMP</p>	<p>Sept 2016 to July 2017</p>	<p>Disadvantaged Student Support Fund: £4000</p>	<p>Year 7 – Target to be set in September 2016 once data on entry confirmed. Using new KS2 assessment measures.</p> <p>Year 8 – At least 70% of disadvantaged students are MS+ in Maths</p> <p>Year 9 – At least 70% of disadvantaged students are MS+ in Maths</p> <p>Years 10 and 11 –</p> <p>The attainment gap in Maths between disadvantaged and all other students is reduced to zero or above in Maths by 2017 for Year 11 and 2018 for Year 10</p> <p>The progress gap in Maths between disadvantaged and all other students is reduced to zero or above in Maths by 2017 for Year 11 and 2018 for Year 10</p>	<p>Monitoring of the progress and attainment of disadvantaged students is in-line with autumn, spring and summer data checks – KAM, RFW and HOYs</p> <p>Overall evaluation of success in the Exam Analysis document in the autumn of 2017 – KAM, RFW and AMP</p>
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<p><u>Home Tutoring Programme</u></p> <p>A team of Private English and Maths Tutors will provide personalised one to one tuition at home for targeted disadvantaged students in Years 9-11 to remove specific barriers to learning in English and Maths, to ensure that the students meet or exceed expected levels of progress.</p> <p>A team of Post-16 students have been appointed as English and Maths Ambassadors to deliver one-to-one tuition and/or in-class support for disadvantaged students in Years 7 and 8.</p>	<p>One to one tuition (+ 5 months)</p> <p>Mastery learning (+ 5 months)</p> <p>Peer tutoring (+ 5 months)</p>	<p>MAT MSC SMP</p>	<p>Sept 2016 to July 2017</p>	<p>£35 000</p>	<p>Year 9 – At least 90% of disadvantaged students are performing at least in-line with their peers, if not above on their pathway for English and Maths.</p> <p>Years 10 and 11 – For at Least 80% of disadvantaged students:</p> <p>The attainment gap in Maths between disadvantaged and all other students is reduced to zero or above in Maths by 2017 for Year 11 and 2018 for Year 10</p> <p>The progress gap in Maths between disadvantaged and all other students is reduced to zero or above in Maths by 2017 for Year 11 and 2018 for Year 10</p>	<p>Monitoring of the progress and attainment of disadvantaged students is in-line with autumn, spring and summer data checks – DAB, KAM, RFW and HOYs</p> <p>Overall evaluation of success in the Exam Analysis document in the autumn of 2017 – DAB, KAM and AMP</p>
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<p><u>Professional Development of Teaching</u></p> <p>Teachers and students are provided with high quality CPD to further develop pedagogy, ensuring that marking, feedback and differentiation is both high quality and meaningful to allow all students, especially disadvantaged students to meet or exceed expected levels of progress.</p> <p>Train all staff to deliver lessons using Kagan Cooperative Learning techniques.</p> <p>Research has shown Kagan structures minimise the opportunity for pupils to become distracted, disruptive and then disaffected by giving them the skills to work with others and to learn independently of the 'teacher'.</p> <p>Structures teach pupils social skills; interaction with other pupils, turn taking, listening to the views of others and sharing information.</p>	<p>Feedback (+ 8 months)</p> <p>Collaborative learning (+5 months)</p>	<p>RCP</p>	<p>Sept 2016 to July 2017</p>	<p>£25 000</p>	<p>All disadvantaged students' exercise books and assessed work show detailed high quality marking that clearly identifies how to improve, in-line with the school marking policy – there is no difference in marking frequency and feedback quality with non-disadvantaged students.</p> <p>Teachers plan all lessons using Kagan Cooperative Learning techniques to maximise engagement and learning opportunities for disadvantaged students, including the most able.</p> <p>All Year 10 and 11 disadvantaged students are trained in learning and revision strategies through the MAD programme.</p> <p>The progress gap in Year 11 Maths and English between disadvantaged students and all other students is reduced to 10% or less by July 2017.</p>	<p>Staff surveys, Curriculum Leader Files and Matrix meeting minutes monitored in line with published schedule – RCP, SLT and HODs.</p>
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<p><u>Removing barriers to learning</u></p> <p>The Plymstock School Achievement Voucher to be made available to support students in Years 7-11 who are currently eligible for Pupil Premium with uniform, equipment, transport and extra-curricular costs.</p>	<p>Parental engagement (+ 3 months)</p>	<p>AHOY HOY</p>	<p>September 2016 to July 2017</p>	<p>£35 000</p>	<p>No disadvantaged student is issued with a sanction for a uniform infringement or equipment fault over the 2016-2017 academic year.</p> <p>100% of disadvantaged students in Years 10 and 11 are provided with a full set of appropriate revision guides and study support materials.</p> <p>At least 100% of disadvantaged students in Years 7-9 participate in at least one extra-curricular activity by July 2017.</p>	<p>Termly monitoring of school sanction data (autumn, spring and summer) – HOYs and KPD</p> <p>Weekly monitoring and logging of Pupil Premium Support Fund spend, including tracking of participation rates in extra-curricular activities – AHOYs</p>
<p>The Plymstock widening participation fund to be made available to support students in Years 7-11 who currently eligible for Pupil Premium with residential or extra-curricular trips/visits to widened participation and increase access to cultural experiences. With intention to raise aspirations to attend university and address “academic self-concept”.</p>	<p>Parental engagement (+ 3 months)</p> <p>Believing in Better, Sutton Trust report 2016</p>	<p>HOD, HOY, AHOY</p>		<p>£3000</p>	<p>At least 100% of disadvantaged students in Years 7-9 participate in at least one extra-curricular activity by July 2017.</p>	<p>Termly monitoring and logging of Plymstock widening participation fund spend, including tracking of participation rates in extra-curricular activities – MAT & AHOYs</p>

<p><u>Removing barriers to learning</u></p> <p>All disadvantaged students receive high quality individual academic, social and emotional mentoring through the pastoral system, including improved parental engagement.</p>	<p>Social and emotional learning (+ 4 months)</p> <p>Behaviour interventions (+ 4 months)</p> <p>Mentoring (+1 month)</p> <p>Parental engagement (+ 3 months)</p>	<p>AHOY HOY</p>	<p>Sept 2016 to July 2017</p>	<p>£0</p> <p>£3000 (Relate Counselling fund)</p>	<p>All parents of disadvantaged students have had at least two mentoring sessions with the AHOYs about attendance and progress.</p> <p>At least 85%+ of parents of disadvantaged parents attend their child's parents' evening.</p> <p>The overall attendance of all disadvantaged students is at least 94.0% for 2016-2017.</p> <p>The number of exclusions (in comparison to 2015/16) issued to disadvantaged students reduces by at least 25% by July 2017.</p>	<p>Weekly monitoring of attendance, behaviour and parental contact – KPD, AHOYs and HOYs</p> <p>Half termly reports by House group produced by AHOYs - KPD</p> <p>Termly monitoring of school sanction data (autumn, spring and summer) – HOYs and KPD</p>
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<p><u>Removing barriers to learning</u></p> <p>Development of school engagement programme through the Bespoke Engaging Education Service (BEES) for targeted disadvantaged students in Years 7 and 8 to improve attendance, confidence, leadership skills and attitude to learning. The programme will also seek to engage parents more actively in their child's education.</p>	<p>Social and emotional learning (+ 4 months)</p> <p>Behaviour interventions (+ 4 months)</p> <p>Mentoring (+1 month)</p> <p>Parental engagement (+ 3 months)</p>	<p>NP DAB KPD HOY 7/8 AHOY 7/8</p>	<p>October 2016 to July 2017</p>	<p>£2 000</p>	<p>The parents of all participating disadvantaged students attend at least one event related to the engagement programme.</p> <p>The overall attendance of the targeted disadvantaged students is at least 95% for 2016-2017</p> <p>100% of students participating in the programme achieve all effort grades at 1 and 2 in each progress check.</p> <p>There are no exclusions issued to disadvantaged students involved in the programme during the 2016-17 academic year.</p>	<p>Monitoring of participation rates through attendance registers - NP</p> <p>Weekly monitoring of attendance, behaviour and parental contact - AHOYs</p> <p>Monitoring of in-class effort is in-line with autumn, spring and summer data checks - HOY and AHOYs</p> <p>Termly monitoring of school sanction data (autumn, spring and summer) – HOYs and KPD</p>
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<p><u>Raising aspirations</u></p> <p>Ensure that all Pupil Premium students across Years 7-11 have access to high quality careers advice and guidance.</p> <p>All suitable disadvantaged students, especially the most able, in Years 9-11 experience at least one visit to a Russell Group university.</p>	<p>Although the Sutton Trust have very limited evidence of the impact in this area – we believe that high quality CIAG is vital to raising aspirations of Pupil Premium students.</p> <p>Believing in Better, Sutton Trust report 2016</p>	<p>RCP LHD TL</p>	<p>Sept 2016 to July 2017</p>	<p>£3000</p>	<p>All disadvantaged students in Years 9-11 will have at least on 'one-to-one' careers interview by May 2017.</p> <p>There will be 0% NEETs for disadvantaged students in 2016-2017.</p> <p>100% of more able disadvantaged students in Years 9-11 will have visited at least one Russell Group university by February 2017.</p>	<p>Disadvantaged students data to be monitored by reviewed termly – LHD</p> <p>Careers interview records to be kept and monitored and a summary report produced by May 2017 - TL</p>
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<p><u>Raising aspirations</u></p> <p>Ensure that all Pupil Premium students across Years 9-11 have access to high quality extra-curricular activities.</p> <p>The Duke of Edinburgh's Award (DofE), will be re-introduced with a leadership role.</p> <p>Structures teach pupils social skills; interaction with other pupils, turn taking, listening to the views of others and sharing information.</p>	<p>Social and emotional learning (+ 4 months)</p> <p>Behaviour interventions (+ 4 months)</p> <p>Mentoring (+1 month)</p> <p>Parental engagement (+ 3 months)</p>	<p>MAT KJT</p>	<p>Sept 2016 to July 2017</p>	<p>£3000</p>	<p>The overall attendance of PP students against non-PP students will be the same.</p> <p>80% of disadvantaged students starting DofE in Years 9-11 will completed at least bronze by June 2017</p> <p>The parents of all participating disadvantaged students attend at least one event related to the engagement programme.</p> <p>The overall attendance of the targeted disadvantaged students is at least 95% for 2016-2017</p> <p>100% of students participating in the programme achieve all effort grades at 1 and 2 in each progress check.</p> <p>There are no exclusions issued to disadvantaged students involved in the programme during the 2016-17 academic year.</p>	<p>Weekly monitoring of attendance, progress - KJT</p> <p>Termly monitoring of attendance and progress – KJT</p>
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<p>Improve the attendance, of all Pupil Premium students in Years 7 - 11 by introducing a new Attendance Officer post to support detailed tracking of disadvantaged students and coordinating attendance improvement actions. This will be further supported by purchasing an additional day of Educational Welfare Officer (EWO) time.</p>	<p>Behaviour interventions (+4 months)</p>	<p>KPD</p>	<p>Sept 2016 to July 2017</p>	<p>£15 000 £4000 (EWO)</p>	<p>The overall attendance of PP students in Year 7 - 11 rises to be in-line with non-PP students 2016 - 17</p> <p>The number of late marks accumulated by PP students in Year 7 - 11 is 50% lower than non-PP students.</p>	<p>Weekly monitoring of attendance, behaviour - AHOYs</p> <p>Termly monitoring of school sanction data (autumn, spring and summer) – HOY and KPD</p>
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<p>Introduce Individual Learning Plans (ILP's) to ensure that underperforming Pupil Premium students (Years 7 – 11) who are at risk of under achieving in core subjects to receive high quality individual academic, social and emotional mentoring through the pastoral system and departmental interventions.</p> <p>15 students maximum per year group.</p> <p>Including improved parental engagement.</p>	<p>Social and emotional learning (+ 4 months)</p> <p>Mentoring (+1 month)</p> <p>Parental engagement (+ 3 months)</p>	<p>KPD MAT HOY AHOY LLD</p>	<p>Sept 2016 to July 2017</p>	<p>£2000</p>	<p>The parents of all participating disadvantaged students attend at least one event related to the engagement programme.</p> <p>The overall attendance of the targeted disadvantaged students is at least 95% for 2016-2017</p> <p>100% of students participating in the programme achieve all effort grades at 1 and 2 in each progress check.</p> <p>There are no exclusions issued to disadvantaged students involved in the programme during the 2016-17 academic year.</p>	<p>Monitoring of participation rates through attendance registers - NP</p> <p>Weekly monitoring of attendance, behaviour and parental contact - AHOYs</p> <p>Monitoring of in-class effort is in-line with autumn, spring and summer data checks - HOY and AHOYs</p> <p>Termly monitoring of school sanction data (autumn, spring and summer) – HOYs and KPD</p>
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<p>All students eligible for the Pupil Premium in Year 11 to be provided with free access to additional after-hours support (Easter School, weekend sessions etc....) in key subjects such as English, Maths, Science and other areas.</p> <p>This will include a free meal from 3pm to 3:30pm to improve participation of PP students</p>	<p>After school programmes (+ 2 months)</p> <p>Believing in Better, Sutton Trust report 2016</p>	<p>RCP LLD HODs</p>	<p>March 2016 – June 2017 (review June 2017)</p>	<p>£2000</p> <p>Budget £1.20 per head at cost. Estimating 60 students for 8 weeks, 2 sessions per week is £1152. Additional surplus built in for potential staffing costs</p>	<p>All Pupil Premium students in KS4 have free access to structured GCSE subject specific support to ensure that expected progress is met or exceeded.</p>	<p>LDD NPB AHOY 11 RCP</p>
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Income (2016-2017)

Pupil Premium income: £ 245,010

Expenditure (2016-2017)

Total committed (as of September 2016): £152,800

Pupil Premium Budget allocated to support additional staffing in English and Maths to reduce class sizes: £118,810