

Disadvantaged Students Action Plan 2017 – 2020

The following action plan has targets for 2019-20 but represents a three action plan which started in 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> <p>Feedback (EEF +8 months)</p>	RFW	Sept 2019 to July 2020	£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 Department Improvement Partner (DIP) meeting minutes monitored in line with published schedule – SLT & HODs.</p>

<p><u>Leadership</u></p> <p>Introduce a “Director of Learning for Years 10-11 & Years 7-9” through the restructuring of Assistant Headteacher roles on the senior leadership team. The “Director of Learning and in addition “Pupil Premium Coordinator” 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, including 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 LLD RFW HOY</p>	<p>Sept 2019 to July 2020</p>	<p>£ 0</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>Our aspirational goal every year is that there should be no difference in Achievement and Progress between Disadvantaged students and Other.</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 & 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, LLD, RCP & MAT</p> <p>Overall evaluation of success in the Exam Analysis document in the autumn of 2020 – HODs, HOY, RFW, RCP & AMP</p>
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<p><u>Data tracking and analysis</u></p> <p>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>Staff to set frequent and meaningful homework that builds on prior learning.</p> <p>We need to ensure that we have an effective system for frequent and regular tracking of achievement and progress, as this is vital to identifying and then overcoming barriers to learning.</p>	<p>Homework (EEF +5 months)</p> <p>Digital Technology (+4 months)</p>	<p>WMS RWF</p>	<p>Sept 2019 until July 2020</p>	<p>£2,146</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>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>Staff surveys, Curriculum Leader Files and Department Improvement Partner (DIP) meeting minutes monitored in line with published schedule – SLT & HODs.</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 – RWF & HOY</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>Our aspirational goal every year is that there should be no difference in Achievement and Progress between Disadvantaged students and Other.</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>Literacy Support through the Library peer based support programme and sixth form English Ambassadors for disadvantaged students in Years 7-9 to improve levels of literacy (including reading ages)</p>	<p>Reduced class size (+3 months)</p> <p>Small group tuition (+4 months)</p> <p>One to one tuition (EEF + 5 months)</p> <p>Mastery learning (EEF + 5 months)</p> <p>Peer tutoring (EEF +5 months)</p> <p>Reading comprehension strategies (EEF +5 months)</p>	<p>DAB KP & MG</p>	<p>September 2019 to July 2020</p>	<p>Disadvantaged Student Support Fund: £8500</p>	<p>The reading ages of all disadvantaged students meets or exceeds their chronological ages by the end of Year 8.</p> <p>Our aspirational goal every year is that there should be no difference in Achievement and Progress between Disadvantaged students and Other.</p>	<p>Termly monitoring of reading age / literacy improvements – KP & MG</p> <p>Monitoring of the progress and attainment of disadvantaged students is in-line with autumn, spring and summer data checks – KP & MG, DAB, RFW & HOYs</p> <p>Overall evaluation of success in the Exam Analysis document in the autumn of 2020 – DAB, RFW & AMP</p>
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<p><u>Mathematics</u></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>Our aspirational goal every year is that there should be no difference in Achievement and Progress between Disadvantaged students and Other.</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>Numeracy Support through the sixth form Maths Ambassadors for disadvantaged students in Years 7-11 to improve levels of numeracy.</p>	<p>Reduced class size (+3 months)</p> <p>Small group tuition (EEF + 4 months)</p> <p>One to one tuition (EEF + 5 months)</p> <p>Peer tutoring (EEF +5 months)</p>	<p>KAM SMP</p>	<p>Sept 2019 to July 2020</p>	<p>Disadvantaged Student Support Fund: £8500</p>	<p>Our aspirational goal every year is that there should be no difference in Achievement and Progress between Disadvantaged students and Other.</p>	<p>Monitoring of the progress and attainment of disadvantaged students is in-line with autumn, spring and summer data checks – SMP, RFW & HOYs</p> <p>Overall evaluation of success in the Exam Analysis document in the autumn of 2020 – KAM, RFW & AMP</p>
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<p>Science</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>Our aspirational goal every year is that there should be no difference in Achievement and Progress between Disadvantaged students and Other.</p> <p>An existing TLR holder from within the Science team to be the Lead Professional for the progress and attainment of disadvantaged students across the department.</p> <p>Science Support through the sixth form Science Ambassadors in lessons at the "Science Café" for disadvantaged students in Years 7-11 to improve levels of scientific knowledge and understanding .</p>	<p>Reduced class size (EEF +3 months)</p> <p>Small group tuition (EEF + 4 months)</p> <p>One to one tuition (EEF + 5 months)</p> <p>Peer tutoring (EEF +5 months)</p>	<p>ESP SJF</p>	<p>Sept 2019 to July 2020</p>	<p>Disadvantaged Student Support Fund: £6000</p>	<p>Our aspirational goal every year is that there should be no difference in Achievement and Progress between Disadvantaged students and Other.</p>	<p>Monitoring of the progress and attainment of disadvantaged students is in-line with autumn, spring and summer data checks – ESP, SJF, RFW & HOYs</p> <p>Overall evaluation of success in the Exam Analysis document in the autumn of 2020 – ESP, SJF, RFW & AMP</p>
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<p><u>Home Tutoring Programme</u></p> <p>A team of private English, Maths and Science 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>Maths, English and Science will recruit and train a team of Sixth Form Tutors to provide personalised one to one tuition at school 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>This offer from private and sixth form tutors will be incorporated into the School's Study Support Programme for 2019-20.</p>	<p>One to one tuition (EEF + 5 months)</p> <p>Mastery learning (EEF + 5 months)</p> <p>Peer tutoring (EEF +5 months)</p> <p>Small group tuition (EEF + 4 months)</p>	<p>MAT KP & MG SMP SJF</p>	<p>Sept 2019 to July 2020</p>	<p>£49 000</p>	<p>Our aspirational goal every year is that there should be no difference in Achievement and Progress between Disadvantaged students and Other.</p>	<p>Monitoring of the progress and attainment of disadvantaged students is in-line with autumn, spring and summer data checks – DAB, KAM, RFW & HOYs</p> <p>Overall evaluation of success in the Exam Analysis document in the autumn of 2020 – DAB, KAM & 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, to allow all students, especially disadvantaged students to meet or exceed expected levels of progress.</p> <p>Develop and embed the use of Kagan Cooperative learning techniques to maximise engagement and learning opportunities for disadvantaged students.</p> <p>Develop and embed meta-cognitive strategies to help learners think about their own learning more explicitly.</p> <p>All disadvantaged students consistently receive high quality marking and feedback that moves learning forward using laCT (Improvement and Correction Time).</p>	<p>Feedback (EEF + 8 months)</p> <p>Metacognition (EEF +8 months)</p> <p>Cooperative Learning (EEF +5 months)</p>	<p>DAB</p>	<p>Sept 2019 to July 2020</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 and metacognition techniques to maximise engagement and learning opportunities for disadvantaged students, including the most able.</p> <p>All disadvantaged students are taught specific strategies to set goals, and monitor and evaluate their own academic development.</p> <p>Our aspirational goal every year is that there should be no difference in Achievement and Progress between Disadvantaged students and Other.</p>	<p>Staff surveys, Curriculum Leader Files and Matrix meeting minutes monitored in line with published schedule – MAT, LDD, SLT & 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 (EEF + 3 months)</p>	<p>AHOY HOY</p>	<p>September 2019 to July 2020</p>	<p>£15 750</p>	<p>Reduce the disadvantaged student issues with uniform infringement and equipment.</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>Disadvantaged students in Years 7-9 encouraged to participate in at least one extra-curricular activity by July 2020.</p>	<p>Termly monitoring of school sanction data (autumn, spring and summer) – HOYs</p> <p>Weekly monitoring and logging of Pupil Premium Support Fund spend, including tracking of participation rates in extra-curricular activities – AHOYs</p>
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<p><u>Removing barriers to learning</u></p> <p>All disadvantaged students receive high quality individual academic, social and emotional mentoring through the House System, including improved parental engagement.</p> <p>Improve the attendance, behaviour and attitude to learning of all Pupil Premium students in Years 10 and 11 through the Ready To Learn (RTL) behaviour system.</p> <p>Introduce a full range of targeted Learning Evenings to support parents with progression from Year 7 to 11 and strategies to support them and their children to overcome potential barriers to engagement with learning.</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>Behaviour Interventions (EEF + 3 months)</p>	<p>AHOY HOY WMS MAT LLD</p>	<p>Sept 2019 to July 2020</p>	<p>£84,787 (Equivalent to 4 AHOY Posts)</p> <p>£39,709 (RTL Staff costs)</p> <p>£7000 (Relate Counselling fund)</p> <p>£150 (Anger Management)</p>	<p>All parents of disadvantaged students have had at least two mentoring sessions with the AHOYs about attendance and progress.</p> <p>Parents of disadvantaged students phoned and helped with appointments to encourage them to attend their child's parents' evening.</p> <p>The overall attendance of all disadvantaged students is at least 94% for 2019-2020.</p>	<p>Weekly monitoring of attendance, behaviour and parental contact – AHOYs, HOYs</p> <p>Half termly reports by Year group produced by AHOYs</p> <p>Termly monitoring of school sanction data (autumn, spring and summer) – HOYs</p> <p>Monitoring and logging of disadvantaged parents attendance and participation rates in Learning evenings – WMS, MAT & LLD</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 MAT LLD LHD TL</p>	<p>Sept 2019 to July 2020</p>	<p>£18 330 (Careers Advisor 2 days per week)</p> <p>£500</p>	<p>All disadvantaged students in Years 9-11 will have at least one 'one-to-one' careers interview by May 2020.</p> <p>Aim to have 0% NEETs for disadvantaged students in 2019-2020.</p> <p>100% of more able disadvantaged students in Years 9-11 will have visited at least one Russell Group university by February 2020.</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 2020 - 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 (EEF + 4 months)</p> <p>Behaviour interventions (EEF + 4 months)</p> <p>Mentoring (EEF +1 month)</p> <p>Parental engagement (EEF + 3 months)</p>	<p>KJT</p>	<p>Sept 2019 to July 2020</p>	<p>£1875</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 2020</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 2019-2020</p> <p>Aim for PP students to 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 2019-20 academic year.</p>	<p>Weekly monitoring of attendance, progress - KJT</p> <p>Termly monitoring of attendance and progress – KJT</p> <p>Annual evaluation of success in attendance and progress – KJT</p>
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<p><u>Removing barriers to learning</u></p> <p>Develop and embed Individual Learning Plans (ILP's) to ensure that underperforming Pupil Premium students who persistently show a pattern 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>To include all students who are either LAC or Children who have ceased to be looked after.</p> <p>All staff to be aware of which students are eligible for the Pupil Premium and their specific barriers and needs for T&L. All staff to have high expectations for eligible students in a 'no excuses' culture.</p>	<p>Social and emotional learning (EEF + 4 months)</p> <p>Mentoring (EEF +1 month)</p> <p>Parental engagement (EEF + 3 months)</p>	<p>MAT LLD HOY AHOY</p>	<p>Sept 2019 to July 2020</p>	<p>£0</p>	<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 and seating plans.</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 2019-2020</p> <p>Aim for PP students to 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 2019-20 academic year.</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 & AHOYs</p> <p>Termly monitoring of school sanction data (autumn, spring and summer) – HOYs</p>
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<p>Removing barriers to learning additional after-hours support</p> <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>“Eat, Meet, Revise, Repeat” will include free refreshments from 3:10pm to 3:20pm on Wednesdays to improve participation and attendance of PP students.</p> <p>Introduction of a compulsory Period 6 for all disadvantaged students below target to ensure they re-engage with learning and can access support and guidance with independent study outside of lessons. This will include access to homework support.</p>	<p>After school programmes (EEF + 2 months)</p> <p>Parental engagement (EEF + 3 months)</p> <p>Behaviour (EEF +3 months)</p> <p>Homework (EEF +5 months)</p> <p>Believing in Better, Sutton Trust report 2016</p>	<p>RCP MAT DMW AHOY 11 HODs</p>	<p>Sept 2019 to July 2020</p>	<p>£5600</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>The overall attendance of the targeted disadvantaged students is at least 95% for 2019-2020</p> <p>100% of students participating in the programme achieve all effort grades at 1 and 2 in each progress check.</p>	<p>Weekly monitoring of attendance, behaviour and parental contact – MAT, HOY & AOY Y10&11</p> <p>Monitoring of in-class effort is in-line with autumn, spring and summer data checks - MAT, HOY & AOY Y10&11</p> <p>Termly monitoring and logging of Plymstock widening participation fund spend, including tracking of participation rates in extra-curricular activities – MAT, HOY & AHOYs Y10&11</p>
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<p><u>Removing barriers to learning</u></p> <p>Improve the attendance, behaviour and attitude to learning of all Pupil Premium students in Years 7 - 11 by employing an Attendance Officer (AO) two days per week to specifically work with disadvantaged students and their families. This enhanced role will involve family liaison and home visits alongside our EWO.</p> <p>The Plymstock AO will fully implement the “Project 30 programme”, to motivate, support and enhance students’ academic success at Plymstock School through raising attendance levels. To strengthen bonds and working relationships between parents and staff.</p>	<p>Behaviour interventions (EEF +4 months)</p> <p>Parental involvement (EEF +3 months)</p>	<p>AO HOY AHOY</p>	<p>Sept 2019 to July 2020</p>	<p>£17,153 (Attendance Officer 3 days per week)</p>	<p>The overall attendance of PP students in Year 7 - 11 rises to be similar to non-PP students 2019 - 20</p> <p>The number of late marks accumulated by PP students in Year 7 - 11 is similar to non-PP students.</p>	<p>Weekly monitoring of attendance, behaviour – AHOY, HOY & AO</p> <p>Half termly reports by House group produced by AHOY, HOY, AO</p> <p>Termly monitoring of school sanction data (autumn, spring and summer) – HOY, AO</p>
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Income (2019-2020)

Pupil Premium income (FSM and FSM Ever 6): £290,000

Expenditure (2019-2020)

Total committed (as of September 2018): £290,000