

Disadvantaged Students Development Plan 2016-17

Outcome	Success Criteria	Improvement Strategy	Additional Resources / Costs p.a	Lead	Target Date	Progress update
Disadvantaged students make GREAT progress and enjoy an enriching & fulfilling school experience that prepares them fully for their future lives	<p>The academic progress of Disadvantaged is at least in line with national averages (NA)</p> <ul style="list-style-type: none"> Disadvantaged students' P8 score is at least 0 A8 score increases significantly on 2016 so that it is at least 49.34, and moving towards 52.56 (other non NA) <p>Regular use of Pupil Premium Passports enables us to accurately identify students' needs and support them to make great progress in all subjects</p> <p>Teaching staff regularly receive high-quality information on how best to support Disadvantaged students</p>	<p>PP Passports</p> <ul style="list-style-type: none"> To be reviewed annually and reissued to subject ears. To provide staff with created knowledge and information about student's needs. To further promote personalisation of learning and teaching 	Approx £400 1 full set per subject area	HC	Feb 2017	<p>Feb 2017</p> <ul style="list-style-type: none"> PP passports ready to be reissued. All reviewed by student and LM.
		<p>Quality first teaching</p> <ul style="list-style-type: none"> Focus on PP within QA model used by middle leaders QA use of PP Passports Student voice feedback through LM SV groups 	Within staffing budget	JC/ HOS/ LM	Continuous	<p>Jan 2017</p> <ul style="list-style-type: none"> PP working party has met once and discussed possible QA strategy. PPSA to be involved in learning walks with focus on use of PPP to inform planning and teaching. All LM's held SV meeting 1 Links need to be made with whole school QA system.
		<p>PP Support Assistant post created</p> <ul style="list-style-type: none"> 1 year contract due to initial pilot 	Approx £17,000 salary costs	HC	Easter 2017	<p>December 2016</p> <ul style="list-style-type: none"> Person in post

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	<p>with their learning, which enables them to support them making great progress</p> <p>Disadvantaged students receive the personalised care, guidance & support to enable them to progress on to suitable Post 16 progression routes (no Disadvantaged NEETs)</p> <p>Improve the attendance of Disadvantaged Students to at least 92.8% (2016 NA) & reduce the proportion of Disadvantaged Students classified as Persistent Absentees to below 20%</p> <p>Reduce all figures for FTE for Disadvantaged Students so that we do not exceed NAs</p> <p>Effective and timely Disadvantaged Student Voice informs support, care</p>	<ul style="list-style-type: none"> Personalised Learning conversations to align provision to need. 1:1 mentoring and tutoring 				<ul style="list-style-type: none"> Focus on Year 11 1:1 meetings initially. Year 7 PP Catch up has started. <p>February 2017</p> <ul style="list-style-type: none"> Year 11 and 10 1:1 taken place PPSA running Maths and English Intervention and Catch up at KS 3 and 4. Pilot of Year 11 Homework/study provision planned for February to May
	<p>Attendance & punctuality</p> <ul style="list-style-type: none"> LM's to monitor Disadvantaged students attendance and intervene early . Attendance office to monitor patterns Referral to EAWSO at 10 absences Referral ASW where appropriate by AO 	<p>Application to ASW where needed.</p> <p>Additional PFSA time</p>	JF	Easter 2017	<p>December 2016</p> <ul style="list-style-type: none"> Improvements seen in Disadvantaged students attendance. Reduction in PA Launch of Turning into Teens programme offered to all Disadvantaged Students Parents in Years 7 and 8 	

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	& guidance for both students & families	<p><u>Tracking & intervention of individual students</u></p> <ul style="list-style-type: none"> • Use of whole school intervention document shared ownership across all middle leaders. • PPSA responsible for tracking PP students' progress and aligning intervention to need • AM Intervention for Year 10 and 11 in maths, English and Science. 	TLR Ass HOS Maths and English PP	HC	Continuous	<p><u>December 2016</u></p> <ul style="list-style-type: none"> • Data drop 1 document was established and used. <p><u>February 2016</u></p> <ul style="list-style-type: none"> • Document reviewed and updated by middle leaders. • PPSA established on system for monitoring and tracking. • ½ termly meetings between PPSA and VP to review provision and intervention. • Tracking system in place for those who access AM subject specific intervention.
		<p><u>TLR holders in English & Maths</u></p> <ul style="list-style-type: none"> • Middle leaders who hold responsibility for progress and achievement of Disadvantaged students in Maths and English 	TLR x 2	Line managed by CM	March 2017	<p><u>February 2017</u></p> <ul style="list-style-type: none"> • HC issued data collection forms to identify provision and support provided to Disadvantaged students who

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		<p><u>Disadvantaged Working Party</u></p> <ul style="list-style-type: none"> Group of staff working together to identify strategies to raise the achievement of Disadvantaged students across a range of subject areas. 				are under achieving in Maths and English
						<p><u>December 2016</u></p> <ul style="list-style-type: none"> Initial meeting has taken place.