

**Background and National Context**

Each school receives additional funding in the form of “Pupil Premium” for children entitled to free school meals in the last 6 years, children in care and children of parents in the armed forces. This provision was expanded in 2014 for pupils recently adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order will also be eligible for additional funding.

As a school, we are committed to ensuring all our pupils develop fully into the best people they can be; at the heart of all we do is a commitment to “Values, Care and Achievement”:

- Christian values that underpin all we do
- Outstanding pastoral care which is tailored to the individual
- Maximum achievement for all pupils, at all levels.

Pupil Premium is central to achieving these goals. We believe that every single child has the right to succeed and maximise their potential, regardless of circumstances outside of school. Pupil Premium students are supported and integrated within the whole school structures. However, they also have access to additional resources available in order to ensure their maximum inclusion in the everyday life of the school whilst maximising their academic and personal success.

**Disadvantaged Students within a Christian School context (including deprivation)**

Through the growth of the school and changes to local provision in 2012, the demographic of the school has developed considerably. In June 2018, the student numbers stood at 1480 compared to 812 in 2008. The numbers have increased again in September 2018 to 1558. This has naturally led to an increase in the number of students classified as disadvantaged. As of October 2018, the FSM figure stands at 130 students with a total of 236 in receipt of Pupil Premium. As a percentage, 16% of the school demographic are currently classified as Pupil Premium. This is a misleading figure as it suggests the school is below the national average. This masks the complexity of our disadvantaged demographic. When compared nationally, York has a comparatively full employment, but is a predominantly low-wage economy; many families are just above the FSM threshold, but without being well-off. The extremity of deprivation is highlighted further through a close analysis of the Index of Multiple Deprivation.<sup>1</sup> The definition of low income used includes both those people that are out-of-work, and those that are in work but who have low earnings. Archbishop Holgate’s School is a truly comprehensive school. Whilst on the surface a large number of our students fall into the 10% least deprived students (Fig 1) this contrasts with the extreme deprivation of 9% of the cohort.

Fig 1 (As of January 2018)

Decile	Decile Description	Ranks	Pupils on roll	School IDACI %
1	10% Most Deprived	1 to 3284	130	9%
2	10% to 20%	3285 to 6568	17	1%
3	20% to 30%	6569 to 9853	115	8%
4	30% to 40%	9854 to 13137	236	16%
5	40% to 50%	137138 to 16422	125	9%
6	50% to 60%	16423 to 19706	33	2%
7	60% to 70%	19707 to 22990	95	6%
8	70% to 80%	22991 to 26275	125	9%
9	80% to 90%	26276 to 29559	142	10%
10	10% Least Deprived	29560 to 32844	449	31%
	UNKNOWN		0	0%
	TOTAL		1467	

Further to this, 8% of the cohort fall into the 5% most deprived students. This highlights the extreme barriers a proportion of our Pupil Premium students face. Deprivation is never an excuse but is important to contextualise the challenges the pupils face and, in particular, identify what the gaps are.

Fig 2

Decile	Decile Description	Ranks	Pupils on roll	School IDACI %
1	5% Most Deprived	1 to 1642	113	8%
	6% to 10%	1643 to 3284	17	1%
2	10% to 15%	3285 to 4927	2	0%
	16% to 20%	4928 to 6568	15	1%
3	20% to 25%	6569 to 8211	3	0%
	26% to 30%	8212 to 9853	112	8%

The IMD Deprivation analysis highlights income deprivation and education, skills and training deprivation<sup>2</sup> as the top two barriers for the lowest decile and we have found this is reflected most prominently in the needs of our Disadvantaged Students. Due to the polarised nature of the school’s demographic (extreme levels of deprivation contrasted with some children from extremely affluent families), we believe it is essential to minimise outward signs of economic and social disadvantage. By caring for the individual, all Disadvantaged Student Plans balance teaching and learning interventions whilst ensuring all practical barriers, where possible, are removed to ensure each child can work in an equal and inclusive environment. As such, the Disadvantaged Student Plan focuses on methods to raise aspirations and attitudes; prioritise the value of education and to financially support further multiple interventions where required.

**Results Analysis: Summer 2018**

**Year 11 disadvantaged progress score – three-year trend**

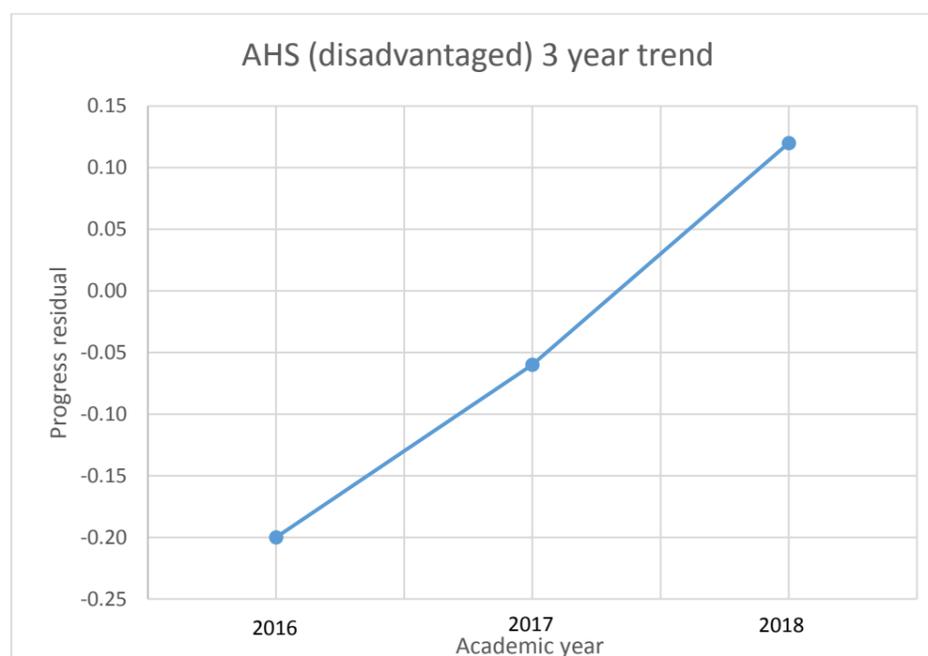
As a school, we are extremely proud of the on-going improvement in outcomes for our disadvantaged students. As highlighted below, there is now evidence of substantial improvement for disadvantaged students across a three year trend. The Progress 8 score is particularly important for these students as it highlights the added value and improvement for these students since primary school. The upward trend is the product of a much more focused whole school plan which aligns pastoral and academic

<sup>1</sup> The English Index of Multiple Deprivation (IMD) 2015 School Deprivation Summary IDACI analysis

<sup>2</sup> Archbishop Holgate’s School School Deprivation Summary IDACI summary

monitoring and intervention whilst raising the profile of disadvantaged students across the school. As highlighted by several pieces of research, a whole school strategy led by several senior leaders has led to continued improvement. Further details of our current plan can be found later in the document.

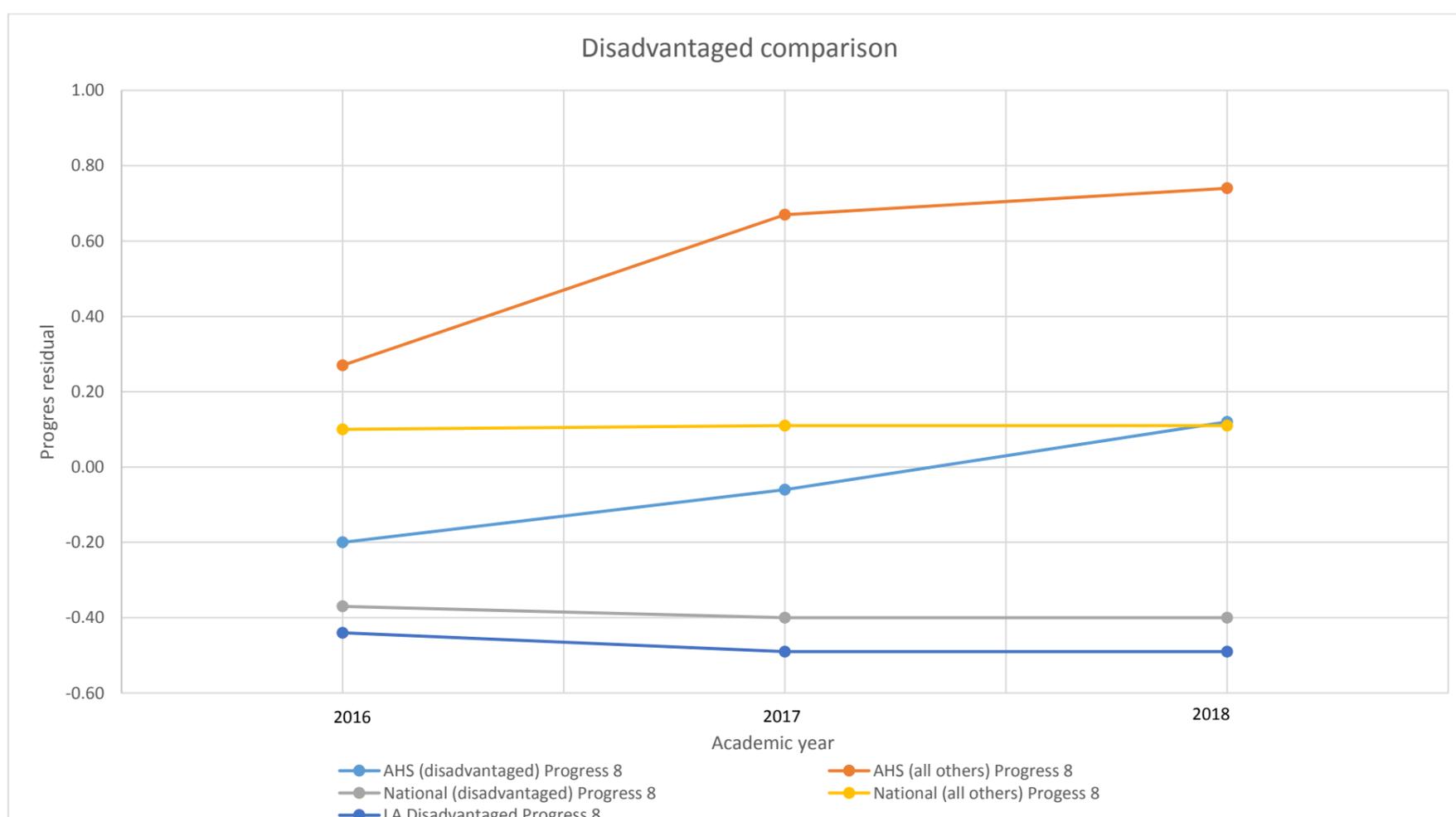
	2018	2017	2016
AHS (disadvantaged) Progress 8 score	+0.12	-0.06	-0.20



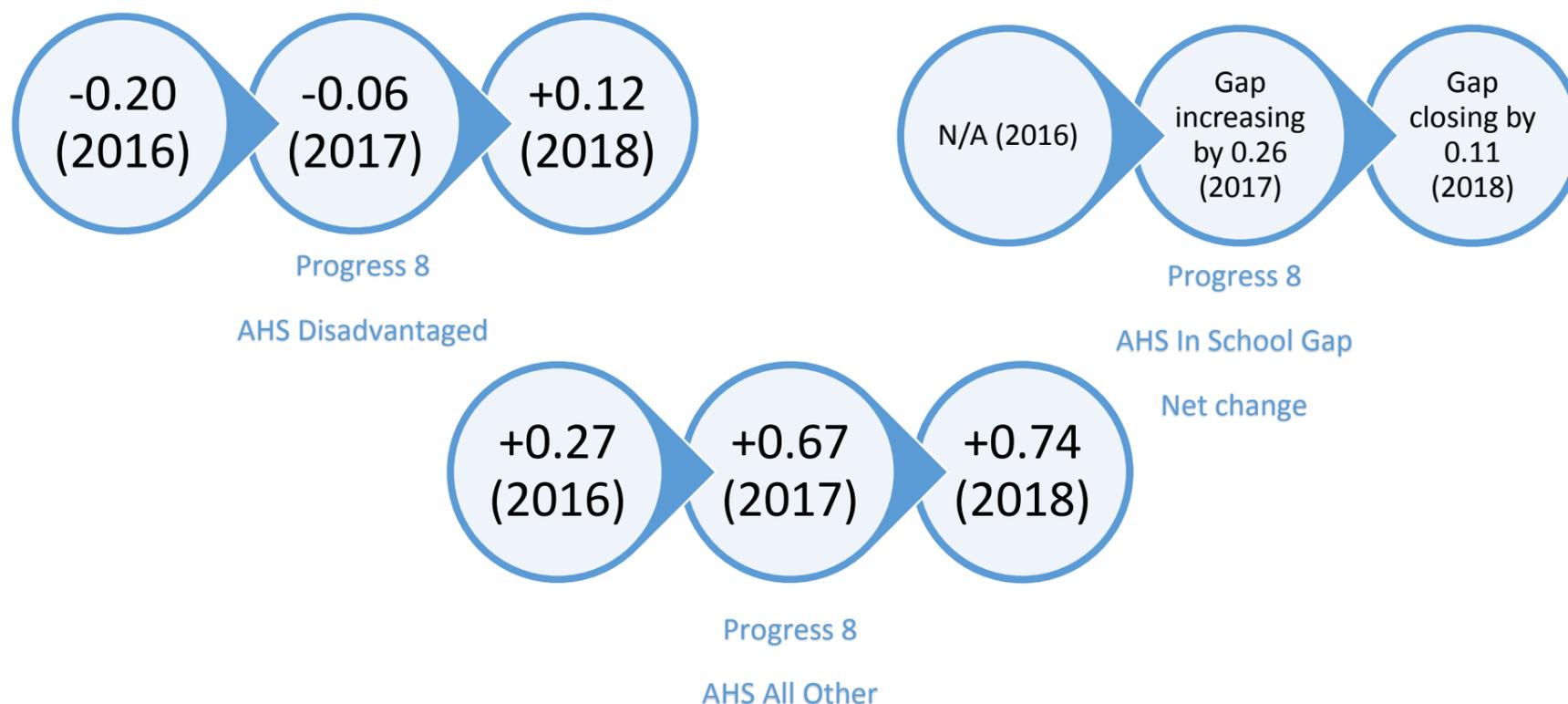
Year 11 disadvantaged progress score – comparison to local, national and ‘all other students

As a school, we have excellent results for disadvantaged students. The achievement is particularly impressive when compared to both the national disadvantaged Progress 8 score and the LA Disadvantaged Progress 8. Notably, it is excellent to see that our disadvantaged students have performed better this year (0.12) than the national progress 8 score for all others (0.11 in 2017). This means our disadvantaged students are performing better than national students who are not classed as disadvantaged. Further to this, we are pleased to have achieved a positive progress residual for our disadvantaged students whilst both the national and LA progress score for disadvantaged students were substantially negative at -0.40 (National) and -0.49 (LA) last year. This highlights how disadvantaged students have the best opportunity in school and we have demonstrated the capacity to close the gap between primary and secondary school for these students. Whilst there is still an in-school gap between the progress of disadvantaged and non-disadvantaged students, this gap is narrowing.

Year	AHS (disadvantaged) Progress 8	AHS (all others) Progress 8	National (disadvantaged) Progress 8	National (all others) Progress 8	LA Disadvantaged Progress 8
2018	0.12	0.74	-0.40	TBC	TBC
2017	-0.06	0.67	-0.40	0.11	-0.49
2016	-0.20	0.27	-0.37	0.10	-0.44



We are encouraged that our disadvantaged students continue to do better than other disadvantaged students both locally and nationally. Significantly, destination data also evidences our individualised approach, with none of our Disadvantaged Students being classed as NEET in 2018 as further outlined below. However, we are not complacent and continue to aspire for the maximum possible progress for all groups of young people in our school community. Our target last year was that disadvantaged students at AHS make stronger progress than all students nationally. We have achieved this in the 2018 results.



It is also important to consider AHS's impact on closing in-school gaps. The school achieved an overall progress score of 0.62, which again reflects outstanding progress for its students. This is a further improvement from 2017's P8 score of 0.53. This alone represents outstanding progress. However, the in-school gap is also closing. The difference between the disadvantaged and non-disadvantaged in-school gap of 0.62 is considerably less than in 2017 which was 0.71. This is a pleasing trend but the school's new disadvantage plan aims to continue to close this gap further by ensuring all senior and middle leaders alongside teachers and support staff are working together to maximise the achievement of these students.

Year 13 Disadvantaged outcomes and comparison

Disadvantaged	2018	2017	2016	Nat
A Level	C+	C+	N/A	C+
Academic	C+	C+	N/A	C+
Applied General	Dist*	Dist*	N/A	Dist
Tech level	N/A	Dist*	N/A	Dist-
Av Eng Progress	0	1	N/A	0.07
Av Ma Progress	0.5	0.5	N/A	0.07

It is pleasing to see our disadvantaged students perform either on par or even better than the national comparison. In particular, it is clear that the applied pathways provide the best outcomes for disadvantaged students in the Post 16 provision. Whilst disadvantaged students numbers are relatively small at post 16, the positive outcomes and other progression routes chosen by these students at Year 11 suggests no student is at a disadvantage.

Whilst we are not formally required to evidence outcomes and destinations for disadvantaged students in our Post 16 provision, it is important to highlight the positive outcomes for these students. In the 2017-2018 Year 13 cohort, we had three students who were classified as disadvantaged:

- Student A Graphics C, Media B, Applied Law D\* - Graphic Design Nott Trent
- Student B Maths E, Media A, Business Diploma D\*D – International Business and Marketing Leeds
- Student C: Art B, Media B, Theatre Studies C – York College Foundation Art Course

It is pleasing to note that all three students have made positive progression to further or higher education. The success of these students reflects the long term commitment and support of the school over 7 years to support students to maximise their achievement and make meaningful progression.

Case study and 2017-2018 plan

The Pupil Premium plan in 2017 aimed to centralise Disadvantaged Students as a focus for both the curriculum and pastoral teams. On a practical level, it aimed to ensure all pastoral barriers were removed to enable teachers to deliver consistently outstanding teaching and learning. A renewed intensive focus on PP from January 2017 meant that middle and senior leaders focused on the progress of individual Disadvantaged Students in weekly meetings. This more intense surveillance meant that Disadvantaged Students were more closely monitored and more rapid intervention could be put in place. Individual plans were written for each Disadvantaged Students, identifying attitudes towards learning, academic areas of concerns and motivation strategies. These informed departmental support plans and those needing immediate core subject intervention. It also further strengthened a whole school focus on improving pastoral communication.

Academic monitoring was tied in to an enhanced pastoral tracking system. In line with the school values, each PP student was seen as an individual. Pastoral middle leaders meet with the Senior Leadership Team to identify the pastoral level of each student. This holistic approach meant all information was utilised to ensure every necessary detail was known about these students. Students were categorised in three levels:



<b>Student</b> <b>C</b>	Lower Target 3	PP Level 1 Young carer. Work skills pathway. Hardworking but lacked the opportunities to work at home.	Eng Lang: 2 Eng Li: 2 Maths: 3 RE: 1 Science Core: 3 ICT: C Product design: D Workskills : P	Individual support plan with rewards Mentored by CL. Work skills curriculum. Whitby residential. Access to Stonewall educational support. Extra English and Maths. Excellent attendance at P6 throughout spring and summer term. Frequently rewarded on Year 11 Wall of Excellence.	Eng Lang: 2 Eng Li: 4 Maths: 4 RE: 3 Science Core: 4 ICT: E Product design: D Workskills : P	Progress 8 residual = +0.87	AHS Sixth Form
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#### **Disadvantaged Plan 2018-2019, including funding distribution**

Maximising the achievement and opportunities for all students is the school's key priority. Due to this, it is essential any plan adopts a whole school approach and is led by senior leaders who successfully articulate and share the plan with all staff. Over the last two years, we have adopted a new whole school approach where everyone shares responsibility for and prioritises the achievement of disadvantaged students. The plan below highlights a holistic strategy which brings together the following four strands:

- Teaching, Learning and the Curriculum
- Tracking, outcomes and interventions
- Pastoral support and interventions
- Raising student and staff aspirations

All actions run through the school development plan and progress against the actions are monitored and developed through a weekly senior leaders meeting.

**Our aspiration last year was to ensure all our disadvantaged students achieve as well, if not better, as all other students nationally. We achieved that this year. Our long term aim is to completely close the in school gap and ensure all students equally achieve, regardless of disadvantage and deprivation.**

#### **Funding distribution for 2018-2019**

The school will receive £234,160 worth of funding based on the current number of Pupil Premium, LAC and Service children. As a school, we intend to spend in excess of £240,500. These funding highlighted below represents staffing, systems and structures highlighted in the above plan.

Funding is distributed across the following categories:

#### **Staffing (£26,430 including percentage of roles)**

The Deputy Head for Pastoral Care oversees Pupil Premium and line manages all staff with responsibilities linked to Pupil Premium. He ensures each member of staff understands their specific role and promotes the Pupil Premium agenda to the wider school and staff, ensuring all staff value and engage with strategies. Together with the Assistant Head for Pastoral Care, the deputy head will assess and evaluate the effectiveness of the annual Pupil Premium plan.

The Assistant Head teacher takes the lead on disadvantaged students by raising their profile with staff, tracking their progress, achievement and attendance of all disadvantaged students. He will line manage pastoral workers to ensure strategies are in place to close the gap pastorally and will support departments in creating departmental PP strategies to raise achievement in Pupil Premium.

The school employs 5 Pastoral Support Workers (PSWs). Each PSW takes the lead for pastoral care for disadvantaged students. They work closely with pupils and acts as a liaison between the school and parents/carers to ensure a productive plan is in place, tracked and modified as necessary to ensure all pupils receive the same opportunities.

Their main priorities include:

- Tracking and monitoring all Pupil Premium pupils, identifying those students who need support.
- Communicating with parents/carers to ensure they are fully aware of all the support that is in place and offering them support outside of school
- Being a visible presence around the school, ensuring all Pupil Premium pupils know who to go to for support.

Disadvantaged Department Leads profile PP students in department meetings. They facilitate specific support for Pupil Premium during Period 6 and revision sessions. etc They produce a range of bespoke revision resources to aid the revision of PP students.

Our Attendance Officer works in a full time capacity to support pupils and parents in attending school. She monitors, tracks and provides intervention for pupils who are falling below the expected level of national attendance. The attendance officer will focus particularly on the attendance of Pupil Premium pupils. The attendance officer will work alongside the Pastoral Support Worker to track, identify and support pupils whose attendance is holding back their achievement. This may include: parental support; pick-ups and personalised transport arrangements and support plans.

#### **Teaching and Learning (£147, 139)**

At Archbishop Holgate's School, we believe that the key to closing the gap is consistently outstanding teaching learning opportunities in and outside lesson each day. We aim, as in previous years, to spend the majority of our funding on developing our already outstanding teaching further. This includes using funding for the following:

- 1:1 Maths and English tuition
- Maths, English and Science Lead Practitioners
- Period 6 and additional teaching
- Small group teaching
- Work skills
- Small group teaching

- Revision sessions and weekends
- Departmental plans and strategies

**Care and Inclusion (£67,920)**

“Care, Values and Achievement” underpin everything that we do at Archbishop Holgate’s School and show our commitment to developing the whole person. We believe that caring for the individual and developing the social, moral dimension of a pupil is central to their academic development and success. We therefore plan to support our Pupil Premium students in a way that allows them to fully access everything the school has to offer.

Our high standards, expectations and support ensure that attendance and behaviour of Disadvantaged Students and non-Pupil Premium students are comparably high. High-level expectations and an ever growing pastoral team will ensure all Disadvantaged Students are challenged and relationships are established with parents that result in high expectations and aspirations. Where required we will cover the cost of items that could potentially stop a student from attending or make them unproductive. For example: uniform and equipment. Inclusion includes the following:

- The enhancement of the Inclusion Centre
- Homework packs
- Homework support clubs
- School assistants
- Breakfast club
- Cashless catering
- Inclusive trips
- Transition
- IAG and aspirations

The above costings feed directly into the plan below.

**Focus 1: Teaching, Learning and the Curriculum**

Priority	Actions	Success criteria	QA/Evidence
<p><b>Homework</b></p> <p><i>All barriers to completing homework are removed to ensure all disadvantaged students can complete high quality and appropriate homework.</i></p>	<ul style="list-style-type: none"> <li>• Pastoral team prioritise monitoring the data for disadvantaged students with no homework and detentions and provides interventions through homework club etc. If a student fails to complete a homework for two consecutive weeks, an intervention needs to be in place.</li> <li>• Associate SLT member rolls out new homework policy to whole staff with support from SLT.</li> <li>• CLG and MTIYT is used to monitor the setting of quality homework.</li> <li>• Pastoral team QA planners and ensure consistent systems in place to record homework and detention. Sample will always include Disadvantaged Students.</li> <li>• Homework is prioritised over everything else, including P6, to foster independence in Year 11.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff set appropriately structured and differentiated homework that removes barriers to non-completion.</li> <li>• Decrease in number of no homework detention data for disadvantaged students across academic year in relation to 2017/18 data. This is analysed weekly in HOY MTIYT and recorded on OneNote Pastoral records.</li> <li>• Uptake of disadvantaged students in homework club after HOY intervention. Disadvantaged attendance to homework club is monitored and recorded on Pastoral OneNote and will feed into 5 week pastoral report.</li> </ul>	<p>Homework data.</p> <p>Attendance registers at homework club.</p> <p>Pastoral QA process.</p>
<p><b>Quality First Teaching and research based pedagogy</b></p> <p><i>Outstanding teaching remains a priority and teachers experiment with strategies to meet the needs of disadvantaged students.</i></p>	<ul style="list-style-type: none"> <li>• Associate SLT member creates a full plan for exam readiness to be rolled out initially with Year 11, prioritising Year 10 and 11 disadvantaged students identified as requiring intervention.</li> <li>• Disadvantaged Department Leads create and highlight revision resources for disadvantaged students in their department. Share best practice within departments, across Ebacc departments and SnS. PP leads evidence how it has been used, how they have been trained to complete it etc.</li> <li>• T&amp;L to lead metacognition intervention sessions with underperforming disadvantaged students.</li> <li>• Identify strongest teachers of disadvantaged students and ensure these are prioritised when completing the supply and demand for 2019.</li> </ul>	<ul style="list-style-type: none"> <li>• Substantial improvement between Year 10 and Year 11 Christmas mocks for disadvantaged students. Academic tracking used to evidence this. Effort and behaviour indicators to evidence improvements in attitude.</li> <li>• Bespoke revision resources evident in each department. Evidence of cross department strategies. Where revision resources are provided, HoD and Disadvantaged leads challenged as to how students have been trained to use these</li> <li>• KS3 SOWs revisited to ensure that meta-cognition underpins teaching and learning.</li> <li>• Experienced teachers leading most challenging/disadvantaged groups.</li> </ul>	<p>SLT scrutiny and support</p> <p>Disadvantaged meetings</p> <p>Improvement of outcomes in Ebacc data.</p> <p>Lesson observations.</p> <p>Book trawls</p> <p>KS3 SOWs and lesson resources.</p> <p>Supply and demand. Ultimately 2019/20 timetable.</p>
<p><b>Marking and feedback</b></p> <p><i>Disadvantaged students receive</i></p>	<ul style="list-style-type: none"> <li>• Encourage staff to mark disadvantaged books first to ensure they remain a priority and they know these students best. .</li> </ul>	<ul style="list-style-type: none"> <li>• Work trawls evidence consistently high standard of work and marking for all students and there is no gap between the quality of disadvantaged and non-disadvantaged students</li> </ul>	<p>Work trawls</p> <p>School walk feedback</p>

<p><i>detailed feedback that clearly structured next steps and fosters pride in work.</i></p>	<ul style="list-style-type: none"> <li>• Every work trawl includes a sample of disadvantaged students to ensure that staff are following the whole school policy.</li> <li>• Disadvantaged Leads bring samples of marked PP work to PP meeting to highlight most successful methods of written feedback for Disadvantaged Students.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of high quality feedback through learning walks and observations.</li> <li>• Evidence of disadvantaged student engagement with work through DIRT.</li> </ul>	
<p><b>Transition points</b> <i>All Disadvantaged Students are prioritised and supported through the key transition phases (Yr 6-7, 8-9 &amp; 11-12)</i></p>	<ul style="list-style-type: none"> <li>• Develop Year 6 transition process to focus on 'lighting fires' and maintaining students' high standards and pride in work.</li> <li>• Primary schools encouraged to feed into "live case studies" of most challenging disadvantaged students, ensuring we know everything we can about the students.</li> <li>• Assistant Headteacher to meet with Primary heads to explore methods of maintaining standards for Disadvantaged Students during transition.</li> <li>• Hold IAG style meeting with every Year 8 disadvantaged student during the option process.</li> <li>• Use of 101 Pixl transition ideas for Year 6 into Year 7.</li> <li>• Able, gifted and talented lead meets with each Year 11 disadvantaged student identified as high achieving (high prior attainer) and ensures there is a plan in place to stretch and engage.</li> <li>• Career advisor and external agencies to hold individual meetings with vulnerable Year 10 and 11 disadvantaged students to facilitate strong progression routes</li> </ul>	<ul style="list-style-type: none"> <li>• Transition lessons and initial weeks in Year 7 are prioritised by departments to engage and enthuse students.</li> <li>• Students showcase best work from Year 6 in new Year 7 assessment books. Work trawls evidence continuation and improvement of standards.</li> <li>• All students are on the correct pathway, prioritising vocational choices.</li> <li>• Transition activities implemented to ensure positive start to Year 7 for all disadvantaged students.</li> <li>• 1:1 and small group work sessions delivered with A.G.T lead in order to raise awareness and potential aspirations for student progression.</li> <li>• 1:1 and small group work sessions delivered with Ad and Fiona Brookes in order to raise awareness and potential aspirations for student progression</li> </ul>	<p>Student voice Work trawls</p> <p>IAG proforma completed.</p> <p>Year 11 destinations.</p>

Focus 2: Tracking, outcomes and intervention

Priority	Actions	Success criteria	QA/Evidence
<p><b>A high profile and staff ownership of PP data</b></p> <p><i>Dips in PP academic and pastoral data leads to swift intervention and involvements from all staff (SLT, HOD/HOYs/Teaching staff)</i></p>	<ul style="list-style-type: none"> <li>• Use KS2 data and CATS to identify disadvantaged students requiring early intervention that is given to relevant staff ASAP in Autumn term.</li> <li>• Weekly SLT disadvantaged students meeting highlights current priorities and issues quickly disseminated to necessary staff.</li> <li>• Raised profile of disadvantaged students in weekly MTIYT for both HOYs and HODs, aiming to improve communication between pastoral and academic leaders.</li> <li>• A different member of SLT will shadow a disadvantaged pupil each half term. This will feed into the half termly disadvantaged report.</li> </ul>	<ul style="list-style-type: none"> <li>• HODs, through support in MTIYT, put in initial interventions for Year 7 Disadvantaged Students identified as vulnerable.</li> <li>• Head of English to target disadvantaged students with low literacy levels and implement appropriate interventions.</li> <li>• Head of Maths to target disadvantaged students with low numeracy levels and implement appropriate interventions.</li> <li>• Outcome from SLT meeting shared with necessary SLT and middle leaders. Action plans and SSP updated as required.</li> <li>• SSP and action plans for individual disadvantaged students are shared regularly and reviewed at timely intervals.</li> <li>• SLT will be able to articulate and feedback to staff what it is like to be a disadvantaged student. Areas of development to be identified and acted on.</li> </ul>	<p>MTIYT minutes SSP</p> <p>Actions and interventions recorded by Heads of Department. Evidence of improvement to be recorded.</p> <p>MTIYT minutes SSP SIMs reports</p> <p>Minutes SSP</p>
<p><b>Strategic action plans from data collection</b></p> <p><i>A clear action plan is in place for those students identified as under-performing in interim and full data reports. With a priority on KS4 data.</i></p>	<ul style="list-style-type: none"> <li>• DfE and FFT data is used to identify specific gaps between school and national data.</li> <li>• GH/WL to produce an A4 summary disadvantaged report for each year group after each set of interim data. This will be completed in conjunction with HODs/HOYs are given to staff. Report will highlight both 'hard' and 'soft data, e.g. changes in attainment but also</li> </ul>	<ul style="list-style-type: none"> <li>• HODs are given necessary information to compare performance of disadvantaged students and create necessary interventions as directed in MTIYT.</li> <li>• Key students are identified and promoted to staff. There is evidence of improving academic and pastoral data between each report.</li> </ul>	<p>Interim and mock data.</p> <p>Interim data and student voice.</p>

	attitudes to learning and attendance. Student voice will feed into this.		
<p><b>KS4 intervention strategies</b></p> <p><i>Disadvantaged intervention in KS4 is regularly reviewed and adapted in light of available data</i></p>	<ul style="list-style-type: none"> <li>Year 10 and 11 mock data are used to target specific disadvantaged students' attendance at P6 and after school intervention.</li> <li>Disengaged boys group created to work on individual projects to inspire and engage. This is led by a member of the T&amp;L team.</li> <li></li> <li>Curriculum changes will be made in light of mock outcomes to ensure disadvantaged students are accessing the appropriate number and range of subjects.</li> <li>PP Department Leads provide support and after school intervention for students highlighted through data.</li> </ul>	<ul style="list-style-type: none"> <li>Strong attendance at intervention and support sessions is maintained throughout Autumn and Spring term.</li> <li>Year 11 timetables are personalised and intervention programmes are bespoke to disadvantaged student needs</li> <li>Evidence of continued improving outcomes for disadvantaged students across Year 10 and 11.</li> </ul>	<p>Attendance registers to targeted support sessions</p> <p>Curriculum change evidenced through timetable and improvement in academic progress</p>
<p><b>Prioritising literacy and numeracy intervention across school, with a particular focus on reading and comprehension</b></p> <p><i>All gaps are closed in reading ages and disadvantaged students are able to fully negate the additional demands of GCSE questions</i></p>	<ul style="list-style-type: none"> <li>Head of English establishes timely intervention for reading from base line testing and on-going accelerated reading data for KS3. Head of English to feedback impact of interventions at SLT meetings.</li> <li>Heads of English/Maths plan intervention strategies in Year 7 to support those students eligible for the Y7 catch up funding.</li> <li>Head of English leads on KS4 reading intervention to ensure students can access question comprehension.</li> <li>Maths Lead Practitioner to lead on Year 7 Catch Up funding strategy in maths.</li> </ul>	<ul style="list-style-type: none"> <li>Continued improvement of reading ages for disadvantaged students.</li> <li>Outcomes at end of Year 7 show appropriate progression and in school gap closes between disadvantaged and non-disadvantaged students.</li> <li>Improved outcomes for targeted disadvantaged students.</li> </ul>	<p>Accelerated reader data</p> <p>Year 7 Maths and English data</p>

Focus 3: Pastoral support and interventions

Priority	Actions	Success criteria	QA/Evidence
<p><b>Attendance</b></p> <p><i>No disadvantaged students become PA or fall beneath 95%. All disadvantaged students have an improving trend in attendance.</i></p>	<ul style="list-style-type: none"> <li>Assistant Head directs the PSW to make daily morning phone calls to support parents with attendance. Daily phone calls tracked on central spreadsheet. Data reviewed each week in the pastoral leaders meeting (PLM)</li> <li>PLM identify level 3 students who need to be picked up and brought to school. Individual strategies are adopted on a case by case basis and updated on SSP.</li> <li>HOYs prioritise FSM/PP student attendance by engaging with parents and forming strong relationships with these pupils. Progress is discussed weekly during MTIYT</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of improved attendance for targeted students and improved relationship with parents.</li> <li>SSP to be updated to evidence support and improvement in attendance.</li> <li>Evidence of home visits with parents with key actions recorded.</li> </ul>	<p>Attendance data</p> <p>SSP</p> <p>MTIYT minutes</p> <p>Home visit proforma completed.</p>
<p><b>Behaviour</b></p> <p><i>All Disadvantaged Students behave well to maximise potential and any deterioration in behaviour is identified swiftly.</i></p>	<ul style="list-style-type: none"> <li>Staff plan for behaviour to support all students, in particular adapting strategies to support the needs of disadvantaged students.</li> <li>HOYs identify trends of behaviour for disadvantaged students and quickly intervene to support staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>A decreasing trend of behaviour points for disadvantaged students.</li> <li>Staff are made aware of those disadvantaged students who are struggling with their behaviour and the HOY/PSW offers necessary support where needed.</li> <li>Behaviour of all students is good or better.</li> </ul>	<p>Pastoral data</p>
<p><b>Parental/family engagement</b></p> <p><i>Strong relationships and channels of communication are formed with disadvantaged parents to ensure a positive attitude towards education and school.</i></p>	<ul style="list-style-type: none"> <li>Termly events are planned both in the community and in school to encourage parents to attend and form relationships with the school.</li> <li>Disadvantaged parents are contacted directly by phone by PSWs to encourage attendance at events and, in particular, parents' evening.</li> <li>PSWs form close working relationships with disadvantaged level 2 and 3 students, exploring different methods to engage parents, including home visits.</li> </ul>	<ul style="list-style-type: none"> <li>Tracking of attendance at disadvantaged events highlights improved attendance from disadvantaged parents.</li> <li>SSP evidences frequent communication with families.</li> </ul>	

	<ul style="list-style-type: none"> <li>Catching parents early is a priority. Year 7 and 8 HOYs/PSW prioritise getting to know disadvantaged student parents.</li> </ul>		
<p><b>Rewards</b></p> <p><i>All disadvantaged students are recognised and rewarded fairly and rewards are used consistently to motivate.</i></p>	<ul style="list-style-type: none"> <li>Staff are reminded to reward and recognise disadvantaged students weekly within department and year group rewards, in line with the whole school policy.</li> <li>Bespoke rewards are used to motivate disadvantaged students to improve attendance and motivation. These are use on an individual basis, based on knowing the child as an individual.</li> </ul>	<ul style="list-style-type: none"> <li>High number of disadvantaged students publically recognised through the Gold Award.</li> <li>High number of disadvantaged students attend the reward incentive trips due to continued completion of homework.</li> </ul>	

Focus 4: Raising student and staff aspiration

Priority	Actions	Success criteria	QA/Evidence
<p><b>Disadvantaged students have a raised profile</b></p> <p><i>All staff support the school's aim to completely close the gap and staff's aspirations are the same for all students</i></p>	<ul style="list-style-type: none"> <li>Assistant Head: Pastoral Care delivers half termly SnS updating on specific disadvantaged students and work completed by the disadvantaged Leads.</li> <li>Targets for all students, including disadvantaged students, are ambitious and non-negotiable.</li> <li>Half-termly disadvantaged report sent to staff to raise profile.</li> <li>"Live" case-studies are kept and updated throughout the year for key students in each year group. This is linked to the SLT student shadowing schedule.</li> <li>Staff will explicitly discuss disadvantaged students in lesson observation feedback.</li> <li>Any evidence of low aspiration/negativity towards the potential of disadvantaged students is challenged.</li> <li>Assistant Head teacher works with and meets pastoral governors to ensure effective governance of disadvantaged students. This may take the form of governor of the month.</li> </ul>	<ul style="list-style-type: none"> <li>All staff can discuss the needs, progress and outcomes for disadvantaged students in their classes.</li> <li>PSW's and HOY dig into disadvantaged students to identify barriers to feed into case-studies for key students. Staff are able to source more information for key students in case-studies and daily bulletin.</li> <li>Disadvantaged priority students will change and different students will feature on the disadvantaged report.</li> </ul>	<p>Regular SnS</p> <p>Disadvantaged case studies</p>
<p><b>Aspirations, career guidance and IAG</b></p> <p><i>All disadvantaged students can articulate their future ambitions and have the capacity and support to fulfil them.</i></p>	<ul style="list-style-type: none"> <li>Disadvantaged students received IAG meetings to support with options/sixth form applications during Year 8 and Year 11.</li> <li>All Year 11 disadvantaged students meet with SLT post mocks for a support/debrief meeting.</li> <li>Career guidance for disadvantaged students is structured and formalised. Opportunities are provided in both KS3 and KS4. Ad tracks and evidences outcomes for Disadvantaged Students.</li> <li>Ad prioritises disadvantaged student work placements, ensuring they are appropriate and engaging.</li> </ul>	<ul style="list-style-type: none"> <li>End destination data is strong for disadvantaged students.</li> <li>No disadvantaged students are NEET.</li> <li>Evidence of high numbers of Disadvantaged Students transitioning onto AHS Sixth Form.</li> </ul>	
<p><b>Bespoke enrichment opportunities for disadvantaged students</b></p> <p><i>Enrichment opportunities are planned to widen disadvantaged aspirations.</i></p>	<ul style="list-style-type: none"> <li>Continue to offer exclusive disadvantaged revision opportunities such as Whitby revision weekend.</li> <li>All disadvantaged students in KS4 to be invited to a form of further education enrichment e.g. Green Apples, apprenticeship days etc.</li> <li>Disadvantaged Students are incentivised with a residential opportunity/experience during the enrichment week.</li> </ul>	<ul style="list-style-type: none"> <li>Strong attendance at enrichment events and positive exam outcomes</li> </ul>	<p>SSP</p>