

## 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 October 2019, the student numbers stood at 1618 compared to 812 in 2008. As of September 2019, 20.3% of the students are classified as FSM (28.09% national) and 23.9% of the students are 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 10% of the cohort.

Fig 1 (As of November 2018)

Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	10% Most Deprived	1 to 3284	134	8%	2183
2	10% to 20%	3285 to 6568	37	2%	5499
3	20% to 30%	6569 to 9853	29	2%	9513
4	30% to 40%	9854 to 13137	344	21%	11355
5	40% to 50%	13138 to 16422	136	8%	14580
6	50% to 60%	16423 to 19706	14	1%	18630
7	60% to 70%	19707 to 22990	56	3%	21281
8	70% to 80%	22991 to 26275	227	14%	24779
9	80% to 90%	26276 to 29559	339	21%	28226
10	10% Least Deprived	29560 to 32844	302	19%	31666
	UNKNOWN		0	0%	
	TOTAL		1618	61.9%	20315

Fig 2

Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	5% Most Deprived	1 to 1642	0	0%	
	6% to 10%	1643 to 3284	134	8%	2183
2	10% to 15%	3285 to 4927	8	0%	4025
	16% to 20%	4928 to 6568	29	2%	5906
3	20% to 25%	6569 to 8211	3	0%	7522
	26% to 30%	8212 to 9853	26	2%	9743

Further to this, 8% of the cohort fall into the 10% 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.

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.

<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

Results Analysis: Summer 2019

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. Whilst we are pleased to have maintained such as positive P8 score for the disadvantaged students, our continued focus is to close the in school gap.

	2019	2018	2017	2016
AHS (disadvantaged) Progress 8 score	+0.27	+0.15	-0.06	-0.20

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

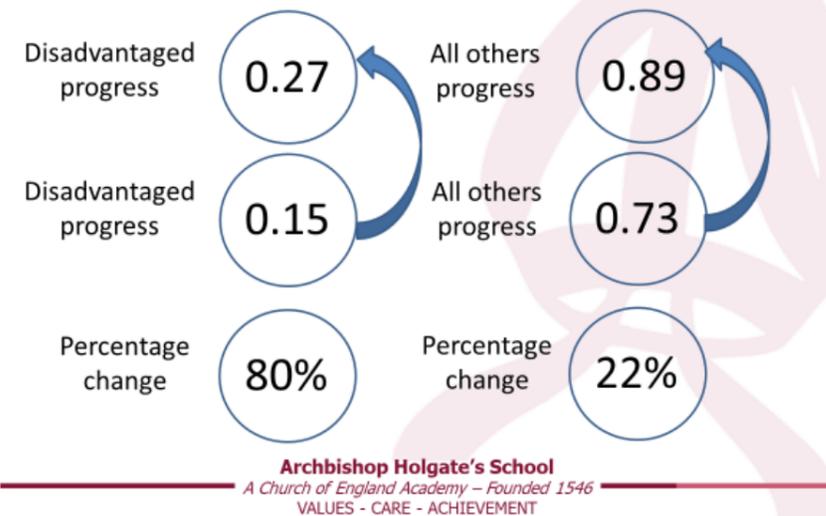
As a school, we have excellent results for disadvantaged students. The achievement is particularly impressive when compared to both the national disadvantaged Progress 8 score and the LA Disadvantaged Progress 8. Notably, it is excellent to see that our disadvantaged students have performed better this year (0.27) than the national progress 8 score for all others (according to last year's equivalent).. 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 last year at -0.40 (National) and -0.49 (LA). 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, the progress for disadvantaged students continues to improve.

Year	AHS (disadvantaged) Progress 8	AHS (all others) Progress 8	National (disadvantaged) Progress 8	National (all others) Progress 8	LA Disadvantaged Progress 8
2019	+0.27	+0.89	TBC	TBC	TBC
2018	+0.15	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. On the surface, the gap between disadvantaged and non-disadvantaged appears to be widening. However, the rate at which the disadvantaged P8 is improving is substantially greater than all others at 80% disadvantaged compared to 22% non-disadvantaged percentage increase.



## Disadvantaged progress residual



It is also important to consider AHS's impact on closing in-school gaps. The 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 0.61 is considerably less than in 2017 which was 0.73. 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.

school achieved an overall progress score of 0.89, 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 0.61 is considerably less than in 2017 which was 0.73. 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	2019	All Others Nat (2019)
A Level (9)	0.16	0.0
Academic (10)	0.19	0.0
Applied General (12)	Sup	0.02

### Progress and attainment for disadvantaged students at Post 16

Disadvantaged	2019	2018	2017	All Others Nat (2019)
A Level (9)	C+	C+	C+	C+
Academic (10)	C+	C+	C+	C+
Applied General (12)	Dist	Dist*	Dist*	Merit +
Tech level (2)	Dist+	N/A	Dist*	Merit +

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.

The destinations of all Year 13 disadvantaged students are highlighted below :

	Outcome	Progression	Course	Provider
<b>Student A</b>	D App Law M Child Development D health and Social Care	HE	Children, Young People and Families	York St John (unconditional) <b>First choice</b>
<b>Student B</b>	DD Engineering D ICT	HE (Russell Group)	Electronic Engineering with foundation year	Uni of York (BBB/ DistDist Merit) <b>First choice</b>
<b>Student C</b>	D Computing (Fulford) C psychology B EPQ D Engineering	HE	Music Technology & Audio Systems	Huddersfield (unconditional) <b>First choice</b>
<b>Student D</b>	C Biology A Psychology D* Health and Social Care	HE (Russell Group)	Children's Nursing	Uni of Manchester (BBB) <b>First choice</b>
<b>Student E</b>	U Computing (Fulford) D Graphics B EPQ D Engineering	Gap year > apprenticeship		
<b>Student F</b>	A Art B Media C Photography (Fulford) A EPQ	FE	Art Foundation	York College Unconditional <b>First choice</b>
<b>Student G</b>	A Media D*D Engineering D business	HE (Russell Group)	Architecture	Uni of Manchester (ABB) <b>First choice</b>
<b>Student H</b>	B Psychology A* Sociology B EPQ D Health and Social Care	Gap Year > HE		
<b>Student I</b>	D*D Business D ICT B EPQ	Seeking apprenticeship/ employment		
<b>Student J</b>	C Sociology D App law D* Travel and Tourism C EPQ	HE	Social Work	Bradford (120 points) <b>First choice</b>
<b>Student K</b>	B Media D Graphics D App Law B EPQ	HE	Graphic Design	York College (32points) <b>First choice</b>
<b>Student L</b>	C English Literature B History D* Health and Social Care A* EPQ	HE	English Literature & History	York St John (unconditional) <b>First choice</b>

### Case studies

The Pupil Premium plans in 2017 and 2018 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.

2018 saw us build upon these successes whilst targeting intervention even more specifically and tasking individual teachers with developing Teaching and Learning strategies aimed at support disadvantaged students. Students were categorised in three levels:

- Level 1: No extenuating circumstances and obvious barriers to learning.
- Level 2: A degree of complexity in the student's circumstances and an individual plan was in place to support these students.
- Level 3: A complex set of circumstances surrounding the students. Several internal or external people may be involved and a detailed SSP is in place.

Below are three example case-studies, outlining both academic and pastoral interventions used to support different students on a different level pastoral level. Through a focused yet personal approach, the individual needs of each student can be addressed.

**Case study 1**

Student	Prior Attainment group	Context	Academic and Pastoral Intervention	GCSE Results	Progress Score	Progression
<b>Student A</b>	Upper	PP Level 2  Hectic home life.  Clear aspirations  Responsive to support and interventions	Individual support plan with rewards  Accessed A,G,T programme.  Boggle Hole residential.  Weekly phone calls with home to improve attendance.  Excellent attendance at P6 throughout spring and summer term.  Frequently rewarded on Year 11 Wall of Excellence.  Ebac subject revision resources	Eng Lang: 6  Eng Lit: 9  Maths: 7  RE: 7  Biology 8 Chemistry 7 Physics 8  German: 9  History: 9  Media 8	Progress 8 residual = +2.52	AHS Sixth Form

**Case study 2**

Student	Prior Attainment group	Context	Academic and Pastoral Intervention	GCSE Results	Progress Score	Progression
<b>Student B</b>	Upper  Target	PP Level 3  LAC Child  Complex home care and a number of personal issues impacted on education throughout KS3 and KS4.  Mental Health concerns.	Individual support plan with rewards  Mentored by Intensive support worker.  Accessed extensive support from safe-guarding officer.  Boggle Hole residential.  Access to the well-being worker and Limetrees.  Extra English and Maths.  1:1 Language tuition provided by university.  Excellent attendance at P6 throughout spring and summer term.  Frequently rewarded on Year 11 Wall of Excellence.	Eng Lang: 5  Eng Lit: 6  Maths: 4  RE: 6  Biology: 6 Chemistry: 4 Physics: 6  History: 7  RE: 7  Engineering M	Progress 8 residual = +0.449	AHS Sixth Form

**Case study 3**

Student	Prior Attainment group	Context	Academic and Pastoral Intervention	GCSE Results	Progress Score	Progression

Student C	Lower Target 3.7	PP Level 1 School reluctance and unwillingness to engage with teachers. Poor relationship with school in KS3.	Individual support plan with rewards Extra English and Maths. Excellent attendance at P6 throughout spring and summer term. SLT teaching in Year 11. Frequently rewarded on Year 11 Wall of Excellence.	Eng Lang: 4 Eng Li: 5 Maths: 3 Science Core: 3 Textiles 5	Progress 8 residual = +0.991	
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### **Disadvantaged Plan 2019-2020, 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 2019-2020**

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 £251,000. These funding highlighted below represents staffing, systems and structures highlighted in the above plan.

Funding is distributed across the following categories:

#### **Staffing (£22,680 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/carer 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.

Four members of staff are leading on year long projects which aim to widen target groups of PP pupils to cultural activities and enhance engagement with extracurricular activities.

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 (£81,920)**

"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
- Cultural opportunities
- Homework packs
- Homework support clubs
- School assistants
- Breakfast club
- Cashless catering
- Inclusive trips
- Transition
- IAG and aspirations

Barriers	Intent	Implementation	What is the long term impact?
<b>Careers and transition points</b>	All disadvantaged students are given the appropriate support and expertise to ensure they have the best opportunity to progress toward and succeed in their chosen career and no students are NEET.	<p>Increase focus on transition for most vulnerable students between primary and secondary, ensuring effective plans are in place.</p> <p>Regular review of disadvantaged careers provision through the student tracking sheet. Students will fill out the document and then meet for further guidance with the careers advisor.</p> <p>Disadvantaged students and students at risk of being NEET will receive additional input from CYC and Connexions, with hour-long meetings to discuss their next steps and provide robust IAG.</p> <p>Students will be given access to Apprenticeship and careers fairs throughout the year. They will be escorted to these by the Careers Advisor.</p> <p>Students will have access to employers and employment experience in each key stage.</p> <p>Students will be given access to Careers in the Curriculum in Careers week, both in lesson and in ACW.</p> <p>KS4 students will have access to Open Days throughout the year, and will be escorted by members of staff to encourage attendance.</p> <p>Ensure all KS5 disadvantaged students have a career package in place, including 1:1 meetings. (Ay)</p>	<ul style="list-style-type: none"> <li>No students are NEET after Year 11 or Year 13 (Destination data)</li> <li>Disadvantaged students have high aspirations and suitable action plans to achieve these (Career plans and data)</li> <li>Increased numbers of disadvantaged students attend Higher Education institutions (Destination data)</li> </ul> <p style="text-align: center;"><b>AMBITIOUS DESTINATIONS</b></p>
<b>Character and cultural development</b>	All disadvantaged students are given the opportunities to experience a wide range of cultural opportunities and are provided with opportunities to reflect upon their personal development.	<p>Ensure all disadvantaged students access cultural opportunities, focusing on experiences, trips and visits through cultural lead projects, reflecting John 10:10.</p> <p>All students in Year 9 will access the new “Character and culture” lessons in order to widen cultural exposure and develop interests and passions.</p> <p>Integrate the “AHS Journey” into all aspects of pastoral care and curriculum to allow disadvantaged students to direct their personal development.</p> <p>Carry out “Poverty audit” of school and act upon recommendations.</p> <p>Introduce “Them and Us” project across the school to promote tolerance and inclusion for all students, targeting, in particular, the disengaged.</p> <p>Introduce “Year 9 Enhanced Enrichment” programme, including additional drop down days, for widened experiences.</p> <p>Disadvantaged students supported to engage with extra-curricular activities through the KS3 HOY programmes, tracked through HOY records.</p> <p>Develop “cultural capital” within subjects, sign-posting variety of cultural opportunities and diverse identities and cultures.</p> <p>All Year 12 students access weekly enrichment programme and Year 13 students are supported through the progression module.</p>	<ul style="list-style-type: none"> <li>Disadvantaged students can articulate their journey within school and understand their direction of travel (Student voice/lesson obs)</li> <li>Cultural gaps are closed leading to a wider cultural capital for all students (Student voice/outcomes)</li> <li>Disadvantaged students develop passions and interests which they can pursue beyond school (Engagement with extra curricular)</li> </ul> <p style="text-align: center;"><b>CULTURAL CAPACITY</b></p>
<b>Literacy and numeracy</b>  <b>Lead: WR</b>	All pupils develop the skills and knowledge that will enable them to communicate effectively and creatively through both the spoken and written language and finally, equip them with the skills to become lifelong learners and capable world citizens.	<p>Alongside the whole school “AHS Reading Ready” programme, disadvantaged students will have access to</p> <p>Paired reading across Years 7, 8 and 9 with trained Y10/12 mentors.</p> <p>1:1 and small group reading and literacy intervention with Sue Rosser.</p> <p>Reading support evenings in the school library with specialist staff.</p> <p>Y11 Maths catch up in PM reg with HoD</p> <p>Numeracy correction with select KS3 students – Mpe</p> <p>TT rockstars/numeracy ninjas with DD in PM reg.</p> <p>1:1 and small group numeracy with Sue Rosser/ Rosie Breare post-Christmas PPE. (TBC)</p> <p>Investigate impact of of funding phonics tuition and implementing McGrawHill ‘Corrective reading and numeracy’ as discreet lessons for students entering significantly below 100 in KS2 SATs.</p> <p>Support dis students still completing English and Maths post 16 resits through PIXL resources.</p>	<ul style="list-style-type: none"> <li>Increased life chances for disadvantaged students.</li> <li>Improved social and emotional wellbeing</li> <li>Success in exams across the curriculum</li> <li>Ability to read at the level required for GCSE examinations. (Results)</li> <li>Be sufficiently numerate to flourish in the real world.</li> </ul> <p style="text-align: center;"><b>FLUENCY AND COMMUNICATION</b></p>
<b>FSM Attendance and relationships with the</b>	Continue to improve FSM attendance, ensuring the gap between FSM and non FSM	<p>Continue collegiate approach – Work together to identify potentially vulnerable students and those at risk of PA. Enlist the support of DSL, Attendance officer, HOY’S Form Tutors and PSW’S to raise the profile of attendance and praise and reward good attendance. Staff to highlight to the Attendance project co-ordinator any students who may require a more intensive approach or next steps.</p> <p>Daily check of register to identify absence at the earliest opportunity. Instigate an immediate response if a student is absent in order to establish the reason for absence and work with parents to resolve or remove any barriers preventing the child from attending.</p>	<ul style="list-style-type: none"> <li>Attendance is no longer a barrier for disadvantaged students.</li> <li>All disadvantaged students attend school and access excellent teaching,</li> </ul>

<p><b>hardest to reach</b></p>	<p>attendance closes, with a particular focus on students who are PA.</p>	<p>Continue to improve Communication – Building positive relationships with Parents and Students. Ensure regular positive contact with both, and where possible, meet with parents person. Support and challenge parents if required. Provide parents and Y/P’s with easy to understand information regards the importance of school attendance. Inspire and Motivate young people to attend and achieve.</p> <p>Every Child Matters – Every Day counts – Be available in school every day. Ensure the children know their person and their point of contact in school. Arrange an alternative pathway for the child if for any reason the initial point of contact will not be available. Ensure the child knows this pathway. Provide consistency, care and understanding and ensure every commitment you make to each child is fulfilled in order to build and maintain their trust and confidence.</p> <p>Incentives and rewards- Recognise , praise and reward good attendance. Agree personal rewards for each child or family rewards if the child prefers. Make efforts to highlight small steps, progress and improvements by verbal recognition, texts , cards, vouchers.</p>	<p>learning and extra-curricular enrichment.</p> <ul style="list-style-type: none"> <li>Disadvantaged students and parents have a strong and productive relationship with school.</li> </ul> <p><b>STRONG RELATIONSHIPS</b></p>
<p><b>Curriculum</b></p>	<p>All students, including those who are disadvantaged, are able to access a challenging and appropriate curriculum which meets both their current and future needs.</p>	<p>Curriculum design constructed to ensure that all students, regardless of background and ability, have an inspiring and balanced curriculum that results in strong outcomes and excellent progression routes at key stage 4 and 5. The curriculum offer should continue to be built around the local market information to ensure that students are equipped to meet the future potential skills gap identified by the City of York. The curriculum intent and how it addresses social disadvantage to be shared with all stakeholders at all levels to ensure a collegiate approach.</p> <p>Ensure that all subject areas have an A3 document that clearly maps out the sequencing of skills across the key stages. Ensure that subjects SOWs which show that mapping of knowledge will feed into this skills mapping document.</p> <p>Ensure disadvantaged students are involved in student voice processes linked to curriculum, in particular the new work trawl discussions.</p> <p>Ensure that potential cultural gaps that exist through social disadvantaged are identified and planned for within a lesson. Lesson planning and observation documentation encourage staff to consider this prior to the delivery of a lesson.</p> <p>Continue to refine the homework and the supporting documentation produced by each department as this is key to helping address barriers associated with homework.</p> <p>Ensure that the curriculum enrichment for each subject is clearly identified through the A3 department on a page document. HODs encourage to use the Yr9 transition year as an opportunity to offer further curriculum enrichment.</p> <p>Effective use of formal data drops to ensure strategic tracking and intervention of disadvantaged students at both curriculum and pastoral levels.</p> <p>An increased teaching and learning focus on nurture teaching for the most vulnerable students within our school. This will ensure: that there are consistent high expectations across the school for these students, effective teaching and learning and the sharing of best practice.</p> <p>Increased focus on study skills and metacognition within KS3 to ensure that students can readily recall knowledge and develop the fluency of key skills.</p>	<ul style="list-style-type: none"> <li>Strong outcomes for all learners, including disadvantaged student.</li> <li>Strong retention into Post 16.</li> <li>Strong course competition rates.</li> <li>Disadvantaged students continue to outperform all other students nationally.</li> <li>Lesson observation feedback evidences teachers attempting to address cultural gaps in knowledge within lessons.</li> <li>All departments can evidence additional enrichment opportunities.</li> </ul> <p><b>STRONG OUTCOMES</b></p>
<p><b>Teaching, Learning and Intervention</b></p>	<p>By prioritising excellent teaching and learning alongside regular monitoring and intervention, curriculum and knowledge gaps are quickly closed to maximise individual achievement.</p>	<p>Prioritise English and Maths 1:1 tuition for short term, intense intervention linked to science “Ascent” model.</p> <p>Introduce sixth form tutoring/mentoring for core group of students (If students have capacity De?)</p> <p>Utilise Year 12 students to support with the production of revision timetable.</p> <p>Provide challenge to HODS in vocational subjects within Year 10/11, maximising coursework. Monitor through MTIYT.</p> <p>Introduce 5-minute recall/memory/retention starters in all Year 10 lessons, aiming to provide both a settled and consistent start to all lessons.</p> <p>Exam readiness skill groups led by Ay and returned to regularly for disadvantaged students.</p> <p>Ensure positive yet robust relationships are maintained with the hardest to reach students and parents, particularly in Year 11. Lead by the Year 11 team and current daily systems and checks.</p> <p>Formalise interventions for disadvantaged students from pastoral teams at data drops. What are HOYs doing with the disadvantage after data? WL to experiment with a pastoral version of the Horsforth quadrant</p> <p>Raise staff expectations of work standard through “work of the week” profiled in staff room and linked to resource in the week. Work initially to be sought by department leads.</p> <p>Ensure expectations and standard of work is maintained between Year 6 and Year 7 through work trawl focus.</p> <p>Department leads to provide planned intervention for targeted groups of disadvantaged students during P6 sessions.</p>	<ul style="list-style-type: none"> <li>All students access excellent teaching and learning throughout their school career.</li> <li>Disadvantaged students are exam ready and can access ambitious exams in all subjects.</li> <li>Staff have the highest expectations for the quality of work produced in and outside the classroom, targets and future aspirations.</li> <li>Students requiring curriculum or pastoral intervention are quickly identified and supported early.</li> </ul> <p><b>EXCELLENT TEACHING AND LEARNING</b></p>