

Strategic Plan to Support Disadvantaged Students at Abbey College 2017-18 – Third Term Review

1. Summary information					
School	Abbey College				
Academic Year	2017/18	Total PP budget	£194 772	Date of most recent Disadvantaged Review	March 2018
Total number of students	964	Number of students eligible for Disadvantaged funding	175	Date for next external review of this strategy	Jan 2019

2. Current attainment					
	<i>Students eligible for Disadvantaged Funding (Abbey College)</i>		<i>Students not eligible for Disadvantaged Funding (Abbey College)</i>		<i>Students not eligible for Disadvantaged Funding (National Average)</i>
Progress 8 score average	-0.81 (2017 results)	-0.08 (2018 results)	-0.02 (2017 results)	0.056 (2018 results)	0.11
Attainment 8 score average	34.5 (2017 results)	41.46 (2018 results)	47.2 (2017 results)	47.11 (2018 results)	49.8

3. Barriers to future attainment (for students eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school)</i>	
A.	The attendance of disadvantaged students is less than that of other students in school.
B.	There is a negative behaviour incidents gap in favour of disadvantaged students relative to other students.
C.	Disadvantaged students, as well as other students in school, have low levels of reading on entry and do not often undertake wider reading.
D.	Disadvantaged students make less progress in maths than in English over 5 years, students often have low levels of arithmetic skills
<i>External barriers (issues which also require action outside school)</i>	
E.	The disadvantaged students do not necessarily realise their own potential, and therefore their aspiration is lacking. This is linked to a cultural capital deficit and thus a lack of educational ambition to succeed in their studies.

4. Outcomes																																																							
	Success criteria (new interventions (since 2017 data) in GREY)	Position End of Term 3																																																					
A.	Attendance of Disadvantaged students to improve on 2016-17 attendance of 94.2%, closing the gap to other students so as it is less than 1.7%. Persistent Absentee rate in Disadvantaged students in 2016-17 was 11.8%, this must be reduced to below 10%.	Attendance wk37 Whole school = 96.39% (same week last year = 96.45%) Gap Disadvantaged and non is = 2.8% (same week last year = 2.3%) Gap FSM and non is = 2.37% (same week last year = 2.0%) PA Disadvantaged = 6.84% (same week last year = 7.72%)																																																					
B.	Good to poor conduct choice points must improve from 118:1 to 160:1 to decrease the gap with non-Disadvantaged students (average = 210:1)	<table><tr><th rowspan="2">Group</th><th colspan="3">Ratio good to poor</th></tr><tr><th>Term 1 2017-18</th><th>Term 2 2017-18</th><th>Term 3 2017-18</th></tr><tr><td>Disadvantaged</td><td>31:1</td><td>28:1</td><td>65:1</td></tr><tr><td>None Disadvantaged</td><td>62:1</td><td>63:1</td><td>59:1</td></tr><tr><td colspan="4">The gap between Disadvantaged and none has closed</td></tr></table>					Group	Ratio good to poor			Term 1 2017-18	Term 2 2017-18	Term 3 2017-18	Disadvantaged	31:1	28:1	65:1	None Disadvantaged	62:1	63:1	59:1	The gap between Disadvantaged and none has closed																																	
Group	Ratio good to poor																																																						
	Term 1 2017-18	Term 2 2017-18	Term 3 2017-18																																																				
Disadvantaged	31:1	28:1	65:1																																																				
None Disadvantaged	62:1	63:1	59:1																																																				
The gap between Disadvantaged and none has closed																																																							
C.	To be seen in the outcomes of Disadvantaged students, to improve on P8 of -0.85 in 2017. Results from LITERACY STRATEGY and Core Subject Literacy Project (JAO) Student improvement with literacy in Maths and Science leading to improved outcomes of an average of 1.5 grades during the project.	Current estimates for year 11 Disadvantaged exam P8 = -0.05 (increase of 0.03 from Term 1) (Case Studies removed = +0.18, also an increase of 0.35) Current year 10 end of year, Disadvantaged P8 = -0.4 (increase from DC1 -0.55)																																																					
D.	Progress 8 gap between Disadvantaged students and non-Disadvantaged students in maths in all years will be in line with or smaller than the gaps in English	<p>Progress 8 scores below</p> <table><tr><th>Year</th><th>E Gap T1</th><th>M Gap T1</th><th>E Gap Term 2</th><th>M Gap Term 2</th><th>E Gap Term 3</th><th>M Gap Term 3</th></tr><tr><td>9</td><td>1.01</td><td>0.51</td><td>0.11</td><td>0.25 increase</td><td>0.04</td><td>0.18</td></tr><tr><td>10</td><td>0.13</td><td>-0.31</td><td>0.09</td><td>-0.30 no increase</td><td>0.05</td><td>-0.36 no increase</td></tr><tr><td>11</td><td>0.18</td><td>0.15</td><td>0.20</td><td>-0.04 increase</td><td>N/A</td><td>N/A</td></tr></table> <p>Yr9 - Disadvantaged progressing slightly better than non-disadvantaged in English and Math. % of students achieving their ME below</p> <table><tr><th>Year</th><th>E Gap T1</th><th>M Gap T1</th><th>E Gap Term 2</th><th>M Gap Term 2</th><th>E Gap Term 3</th><th>M Gap Term 3</th></tr><tr><td>7</td><td>-</td><td>-</td><td>-</td><td>-</td><td>3.6</td><td>10.0</td></tr><tr><td>8</td><td>+10.7</td><td>+12.7</td><td>+11.6</td><td>+6.4</td><td>7.9</td><td>9.1</td></tr></table> <p>A higher percentage of disadvantaged students achieve their MEs in Years 7 & 8 than non-disadvantaged students. The Year 8 English gap has reduced since Term 2, while the Maths positive gap has grown.</p>					Year	E Gap T1	M Gap T1	E Gap Term 2	M Gap Term 2	E Gap Term 3	M Gap Term 3	9	1.01	0.51	0.11	0.25 increase	0.04	0.18	10	0.13	-0.31	0.09	-0.30 no increase	0.05	-0.36 no increase	11	0.18	0.15	0.20	-0.04 increase	N/A	N/A	Year	E Gap T1	M Gap T1	E Gap Term 2	M Gap Term 2	E Gap Term 3	M Gap Term 3	7	-	-	-	-	3.6	10.0	8	+10.7	+12.7	+11.6	+6.4	7.9	9.1
Year	E Gap T1	M Gap T1	E Gap Term 2	M Gap Term 2	E Gap Term 3	M Gap Term 3																																																	
9	1.01	0.51	0.11	0.25 increase	0.04	0.18																																																	
10	0.13	-0.31	0.09	-0.30 no increase	0.05	-0.36 no increase																																																	
11	0.18	0.15	0.20	-0.04 increase	N/A	N/A																																																	
Year	E Gap T1	M Gap T1	E Gap Term 2	M Gap Term 2	E Gap Term 3	M Gap Term 3																																																	
7	-	-	-	-	3.6	10.0																																																	
8	+10.7	+12.7	+11.6	+6.4	7.9	9.1																																																	

E.	To be seen in the outcomes of Disadvantaged students, to improve on A8 of 42 in 2017. Aspirations to particularly in year 11, so as destinations are appropriate and students aim high. Proportions of Disadvantaged students moving on to Levels 2 and 3 courses post-16 are in line with prior attainment of the cohort.	Current A8 Disadvantaged= 41.5 (compared to T1's 43.4) The Basics (E+M grade 4+) as a proxy for L3 course Post 16 2016-17 information show courses chosen are in line with prior attainment.		
			pp	Non PP
		Level 2+3 courses Post-16	71%	74%
		The basics (E & M) 4+	57.6%	63%

5. Planned expenditure					
Academic year		2017/18			
The three headings below enable schools to demonstrate how they are using the Student Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice? (EEF reference)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B.	Employment of experienced teacher post retirement to cover lessons and to support classes taken by new staff	Disadvantaged students benefit from consistent teacher, therefore when teachers are unavoidably absent from lessons, familiar staff ensure progress gaps do not open. <i>No specific reference</i>	Progress gaps across subjects (specifically core) are minimised, and continue to close.	Deputy Head	Termly Less complaints about cover
B.	ACE team weekly interventions, including hotspot climate walks	There is a negative conduct gap and a higher proportion of Disadvantaged	Weekly monitoring and early intervention by the ACE and Pastoral team including Booster Champion.	ACE Lead Pastoral Leaders	Half termly 6 Step Programme (2016-17 40 Disadvantaged students out of 95 = 42%) Term 1 2017-18 6 Disadvantaged Students out of 24 = 25%. Overall increase of 17% Term 2

	SLT and LL climate walks in every lesson, every period, every day.	students on the 6-step programme. <i>Behaviour interventions (+3 months)</i> <i>Meta-cognition and self-regulation (+8 months)</i>	Feedback from climate walks acted on immediately.		2017-18 26 Disadvantaged Students out of 75 = 35%. Increased but still 7% better than 2016-17 Term 3 2017-18 26 Disadvantaged Students out of 41 = 44%. Last year 36%			
E.	Seating plan identification using Go4S Black dot on every student's book.	Disadvantaged students are in need of targeted support in class if they are underachieving, and this strategy allows these students to have more immediate first wave intervention. <i>Individualised instruction (+3 months)</i>	Seating plans and black dot will be a requirement to observe differentiation for Disadvantaged students. Must be provided for lesson observations	Deputy Head	Half termly Climate walk focus confirmed (Nov) this was taking place Climate walk June showed; Seating plans mostly in place, staff identified Disadvantaged students Black dots on books show some inconsistency			
E.	Every student asked at least 1 question per lesson and given an additional ctg in each piece of marking.	Disadvantaged students are in need of targeted support in class and this strategy allows these students to have more intervention. <i>Individualised instruction (+3 months)</i> <i>Feedback (+8 months)</i>	Book Scrutiny will show evidence	Deputy Head	Each book scrutiny and after each data capture as part of hypothesis review 2017 data shows Disadvantaged students in line with rest of cohorts.			
E.	Assessment and tracking: Data Manager and Data Administrator	Data analysis is timely and in depth, so as staff can be held to account, interventions can put in place and	Analysis of interventions show them to be effective in raising achievement.	Data Lead Deputy Head Lead Learners	Fortnightly raising aspiration meetings Targeted interventions and GCSE package adjustments <table><tr><td>Mentoring</td><td>P8 Improvement for None Dis</td><td>P8 Improvement for Dis</td></tr></table>	Mentoring	P8 Improvement for None Dis	P8 Improvement for Dis
Mentoring	P8 Improvement for None Dis	P8 Improvement for Dis						

		evaluated to ensure they are effective. <i>No specific reference</i>			<table><tr><td>All students</td><td>0.056</td><td>-0.08</td></tr><tr><td>Year 11 mentor</td><td>0.143</td><td>0.061</td></tr><tr><td>SLT</td><td>0.246</td><td>0.3</td></tr></table> Impact of mentoring by Year 11 mentor is +0.1 and SLT is +0.41	All students	0.056	-0.08	Year 11 mentor	0.143	0.061	SLT	0.246	0.3																																											
All students	0.056	-0.08																																																							
Year 11 mentor	0.143	0.061																																																							
SLT	0.246	0.3																																																							
C.	HLTA Year 7 Catch up Literacy lessons	HLTA take small group literacy lessons in year 7 <i>Teaching assistants (+1 month)</i>	Students attend classes and show an increased reading age in line with their own age. (also ARTi literacy testing)	SENCO	Half termly review of the data (reading ages and ARTi) – no retesting data available at present. School wide intervention for Literacy and Numeracy has been reviewed in Term 1 and therefore catch up lessons in literacy have been limited and Arti data is not yet available. LAC students (PP+) have 1 to 1 Maths Tuition and are making progress. 2017-18 information: <ul style="list-style-type: none">100% students identified improved spelling (6 week intervention) (40 identified, of which 7 Disadvantaged)24 students (4 Disadvantaged) identified through NRGT and KS2 test. 63% improved reading scores (75% for Disadvantaged)100% of students identified with dyslexia or dyspraxia traits improved reading scores (7 students , 1 Disadvantaged)84% of students identified from Year 7 English baseline testing improved in A01/A02 (38 students, 7 Disadvantaged)																																																				
C.	Level 1, 2 and 3 TAs	Teaching Assistants specialising in the SEND faculty as key workers for specific students allows them to specialise in interventions, and thus have a relatively greater impact on the progress of those students. <i>Teaching assistants (+1 month)</i>	Progress gaps across subjects are minimised, and continue to close.	SENCO	<table><tr><td colspan="4">Review meetings with TAs</td></tr><tr><td>Students with Key Workers Term 1 2017-18</td><td>No of students</td><td>Regularly making progress with targets</td><td>% making progress</td></tr><tr><td>None Disadvantaged</td><td>42</td><td>37</td><td>88</td></tr><tr><td>Disadvantaged</td><td>12</td><td>10</td><td>83</td></tr><tr><td colspan="4">Disadvantaged students make progress towards their targets & in line with their peers</td></tr><tr><td>Students with Key Workers Term 2 2017-18</td><td>No of students</td><td>Regularly making progress with targets</td><td>% making progress</td></tr><tr><td>None Disadvantaged</td><td>32</td><td>20</td><td>63</td></tr><tr><td>Disadvantaged</td><td>17</td><td>14</td><td>82</td></tr><tr><td colspan="4">Disadvantaged students make progress towards their targets & are ahead of their peers</td></tr><tr><td>Students with Key Workers Term 3 2017-18</td><td>No of students</td><td>Regularly making progress with targets</td><td>% making progress</td></tr><tr><td>None Disadvantaged</td><td>24</td><td>5</td><td>21</td></tr><tr><td>Disadvantaged</td><td>15</td><td>1</td><td>7</td></tr><tr><td colspan="4">Significant drop in progress made in term 3 by all groups.</td></tr></table>	Review meetings with TAs				Students with Key Workers Term 1 2017-18	No of students	Regularly making progress with targets	% making progress	None Disadvantaged	42	37	88	Disadvantaged	12	10	83	Disadvantaged students make progress towards their targets & in line with their peers				Students with Key Workers Term 2 2017-18	No of students	Regularly making progress with targets	% making progress	None Disadvantaged	32	20	63	Disadvantaged	17	14	82	Disadvantaged students make progress towards their targets & are ahead of their peers				Students with Key Workers Term 3 2017-18	No of students	Regularly making progress with targets	% making progress	None Disadvantaged	24	5	21	Disadvantaged	15	1	7	Significant drop in progress made in term 3 by all groups.			
Review meetings with TAs																																																									
Students with Key Workers Term 1 2017-18	No of students	Regularly making progress with targets	% making progress																																																						
None Disadvantaged	42	37	88																																																						
Disadvantaged	12	10	83																																																						
Disadvantaged students make progress towards their targets & in line with their peers																																																									
Students with Key Workers Term 2 2017-18	No of students	Regularly making progress with targets	% making progress																																																						
None Disadvantaged	32	20	63																																																						
Disadvantaged	17	14	82																																																						
Disadvantaged students make progress towards their targets & are ahead of their peers																																																									
Students with Key Workers Term 3 2017-18	No of students	Regularly making progress with targets	% making progress																																																						
None Disadvantaged	24	5	21																																																						
Disadvantaged	15	1	7																																																						
Significant drop in progress made in term 3 by all groups.																																																									

D.	HLTA Year 7 Catch up Numeracy lessons	HLTA take small group Numeracy lessons in year 7 <i>Teaching assistants (+1 month)</i>	Students attend classes and show an increased arithmetic scores using Pixl testing	SENCO	Half termly review of the data School wide intervention for Literacy and Numeracy has been reviewed in Term 1 and therefore catch up lessons in numeracy are yet to take place. LAC students (PP+) have 1 to 1 Maths Tuition and are making progress. No further action
D.	Booster Champion taking small group arithmetic catch up lessons	Booster Champion take small group arithmetic lessons in year 8 and 9 <i>Teaching assistants (+1 month)</i>	Students attend sessions and show an increased arithmetic scores using Pixl testing up to or in excess of their end of year Outstanding Expectation grades. If not students repeat a further advanced 4 week programme.	SENCO	6 weekly review of the data. 100% students (year 8, 13 students) made progress. Improved scores by 23%. No further action
E.	CPD for teachers, support staff and SLT	Teaching and learning and classroom practices need to be of a good quality, and therefore differentiated CPD for staff supports this. All staff engage with Do Now, 3 Levels of Challenge and The Pit, and future Burning Imperatives <i>No specific reference</i>	Staff feedback CPD outcomes to their colleagues, including through Teaching and Learning briefing. DD/NDD progress gaps across subjects close.	Assistant Headteacher	Included weekly Teaching and Learning briefings. Disadvantaged review (Nov 2017) showed Plan, Do, Review embedded in years 7-9. Climate walks show staff engaging and trying out, Do Now, 3 Levels of Challenge and The Pit, and future Burning Imperatives
Year 11 Plan					
E.	Providing revision guides for all year 11 Disadvantaged students	Many Disadvantaged students report that they would like the materials, no additional materials	Purchases coordinated and instructions for use of materials carried out by the Academic Mentor	Academic Mentor	Half termly with form tutors Provided for all students who requested No further action

		are available at home but they are reluctant to ask parents due to cost. <i>No specific reference</i>															
E.	Aim for Purple programme	The Graduate Students (achieved Aim for Purple criteria) are incentivised by additional reward and privileges. In turn, this will improve Disadvantaged students' achievement, attendance and conduct. <i>Aspirational interventions (limited evidence of impact)</i>	Disadvantaged students will be represented at all levels of reward in their demographic percentage of the year group, therefore they will be achieving in line with their peers. These numbers will increase between each of the 3 data captures	Academic Mentor	Oct 2017 (10% of purple lanyards with Disadvantaged students, total = 20) Dec 2017 (15% of purple lanyards with Disadvantaged students, total = 40) Feb 2018 69 students with lanyards (40% of cohort) – aim for purple March 2018 10 disadvantaged students with purple lanyard, out of 79 total purple lanyards (47% of cohort). 13% of purple lanyard population is disadvantaged. 30% of disadvantaged students have a purple lanyard (higher than the demographic of 20%) Term 3 N/A												
E.	Academic Mentor	To combat the barrier to learning that Disadvantaged students face, i.e. lacking academic organisation; providing guidance for students to prepare them for their public exams. <i>Mentoring (+1 month)</i>	Outcomes of students who have had academic mentoring to be monitored as the year progresses, to evaluate the makeup of the group, and also outcomes of public exams in the summer.	Academic Mentor	Sept 2018 (Trial 3 to actual exam results in the summer) <table><tr><th>Mentoring</th><th>P8 increase for None Disadvantaged</th><th>P8 increase for Disadvantaged</th></tr><tr><td>All students</td><td>0.056</td><td>-0.08</td></tr><tr><td>Year 11 mentor</td><td>0.143</td><td>0.069</td></tr><tr><td>SLT</td><td>0.246</td><td>0.3</td></tr></table> increase seen for all mentored groups	Mentoring	P8 increase for None Disadvantaged	P8 increase for Disadvantaged	All students	0.056	-0.08	Year 11 mentor	0.143	0.069	SLT	0.246	0.3
Mentoring	P8 increase for None Disadvantaged	P8 increase for Disadvantaged															
All students	0.056	-0.08															
Year 11 mentor	0.143	0.069															
SLT	0.246	0.3															

E.	Academic Mentoring programme	All students assigned a mentor to meet bi-weekly to focus on the 'purple' data and set priority subjects. High band students significantly underachieving assigned to SLT. Mentors to arrange to meet mentees parents at each Parents Evening. <i>Mentoring (+1 month)</i>	Improved grades in the focus subjects from one trial exam to the next	Academic Mentor	Sept 2018 Slight reduction of -0.08 for all Disadvantaged students. High band Disadvantaged students have positive P8 of 0.12 Disadvantaged students mentored by SLT have improved by 0.17 from DC02 to DC03. All students mentored have shown improvements														
E.	Motivational Weekly Assemblies (gender split)	Evidence from previous year groups about the positive impact of the frequent message about the importance of achievement and how to manage year 11. <i>Aspirational interventions (limited evidence of impact)</i>	Increased attendance at INTERACT sessions. Improved grades in the focus subjects from one trial exam to the next	Academic Mentor	Dec 2017 <table><tr><td></td><td>Average attendance per student in Term 1</td><td>Average attendance per student in Term 2</td></tr><tr><td>Groups</td><td></td><td></td></tr><tr><td>Non Disadvantaged</td><td>3</td><td>8.1</td></tr><tr><td>Disadvantaged</td><td>2.95</td><td>8.5</td></tr></table> May 2018 Attendance at INTERACT for Disadvantaged students is higher than for none. Term 3 No interventions				Average attendance per student in Term 1	Average attendance per student in Term 2	Groups			Non Disadvantaged	3	8.1	Disadvantaged	2.95	8.5
	Average attendance per student in Term 1	Average attendance per student in Term 2																	
Groups																			
Non Disadvantaged	3	8.1																	
Disadvantaged	2.95	8.5																	
E.	Graduate Lounge INTERACT – Tues to Thurs lunchtime and afterschool to be attended when not at a subject specific INTERACT	Many Disadvantaged students typically do not have a space for self-study. Therefore, the Graduate Lounge (IT02/3) provides this, and allows the students the	Attendance at Graduate Lounge INTERACT tracked each session (Tues-Thurs), with non-attending Disadvantaged students followed up. Achievement of students in line with attendance at	Academic Mentor	Oct 2017 Dec 2017 Feb 2018 The Lounge has not really been used by year 11. We have modified this to an IT suite at lunchtime manned by SLT (start Jan 2018) No further action														

		<p>opportunity to complete homework etc. with support from staff.</p> <p><i>Extending school time (+2 months)</i></p> <p><i>Homework, secondary (+5 months)</i></p>	Graduate Lounge tracked across each data capture.		
E.	INTERACT sessions (revision) specifically for year 11	<p>Evidence from previous year groups about the positive impact.</p> <p><i>Extending school time (+2 months)</i></p>	<p>Increased attendance at INTERACT sessions.</p> <p>Improved grades in the focus subjects from one trial exam to the next</p>	Academic Mentor Deputy Head	<p>Dec 2017</p> <p>See INTERACT data above</p> <p>Average increase in grades for Disadvantaged students = 1.8 per student (non-Disadvantaged = 1.77)</p> <p>Feb 2018</p> <p>Average increase in grades for Disadvantaged students = 0.3 per student (non-Disadvantaged = 0.7)</p> <p>Term 3 N/A</p>
E.	Learning breakfasts on day of exams for students	<p>Previous feedback from students, many do not eat or drink well on the day of exams. Providing these items ensures they are able to concentrate better in exams and staff are able to get the students into the language of the exams and remind them of last minute tips. Students very positive about the effect on confidence levels.</p>	Students feedback on preparedness for public exams.	Academic Mentor	<p>Calendared</p> <p>Average attendance = 50% (all students)</p>

		No specific reference			
--	--	-----------------------	--	--	--

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice (EEF reference)?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E.	Enrichment, educational visits budget	To allow Disadvantaged students to engage in educational visits, to positively impact on their progress in class and build their cultural capital. <i>Arts participation (+2 months)</i>	Increased attendance at parents' evenings for Disadvantaged students (including contact made with the Booster Champion); closing of the Parents' Evening attendance gap. Increased attendance based on potential for attending an educational visit, given a personal attendance target.	Deputy Head	Termly
E.	Funding to purchase necessary ingredients for Disadvantaged students to partake in curriculum Catering lesson	Disadvantaged students have in past years often not brought in ingredients for cooking lessons, and therefore have not been able to learn in lessons. <i>No specific reference</i>	Disadvantaged students to participate fully in Catering lessons and learn well.	Catering Lead	100% of Disadvantaged students fully take part in Catering practical sessions.

E.	Subsidised Music Lessons	Students relationship with school can be greatly enhanced when they have a small amount of 1 to 1 tuition especially when this is in the arts. Access to Music lessons create opportunities in the future (i.e. in University applications). <i>Arts participation (+2 months)</i>	Improved attendance, music grades achieved, performances completed.	17	Overall year statistics All Disadvantaged students who are interested in music lessons have subsidised lessons. Description of progress within 1 to 1 music lessons: <ul style="list-style-type: none"> 17/24 excellent progress (71%) 6/24 good progress (25%) 3/17 below average or no progress
E.	Homework Club (KS3) INTERACT – Tues to Thurs lunchtime and afterschool to be attended when not at a subject specific INTERACT	Many Disadvantaged students typically do not have a space for self-study. Therefore, the Homework Club staffed by the Booster Champion provides this, and allows the students the opportunity to complete homework etc. <i>Extending school time (+2 months)</i> <i>Homework, secondary (+5 months)</i>	Some Disadvantaged students directed to attend if issues arise with completion of homework. Booster Champion follows up and non-attendance.	Booster Champion	Weekly conduct meetings with Pastoral Leader Regular attendance of 8 students. No further action from Jan 2018
A.	Fund to provide uniform requests	Fund is available to provide emergency items (e.g. uniform) to those Disadvantaged students whose family circumstances mean they are in need of support. <i>School Uniform (limited impact)</i>	Attendance gaps, progress gaps, Attitude to Learning gaps, participation gaps all to continue to close; QA of uniform etc. to show no noticeable difference between Disadvantaged and non-Disadvantaged students.	Booster Champion	Termly 100% requests agreed
D.	Intervention consultant, maths	This has proved to be highly effective in the previous years in contributing to	Contribute to Basics attainment gap closing, relative to last year's	Lead Learner Maths	Sept 2018 Students who had 5 or 6 sessions residual -0.08 Students who had 3 or 4 sessions 0.37

		achievement in maths. Targeted sessions monthly have shown an increase of approx. 1.1 grades. <i>Small group tuition (+4 months)</i>	outcome. Progress checked after each trial exam		Students who had 1 or 2 session 1.2 No external consultant to be used from now on.
D.	Intervention tutor, maths (and Science) - small group intervention based on the Question Level Analysis of most recent exam.	Small group support for students accelerates their progress, linked to the students' identified misunderstandings and areas for development identified from analysis of exam questions. <i>Small group tuition (+4 months)</i>	Contribute to Basics attainment gap closing, relative to last year's outcome. Progress checked after each 6 week programme.	Lead Learner Maths	Half termly Progress confirmed by student feedback Maths summary for whole year 164 sessions were held with 79 students 43% of sessions led to excellent rate of progress in the topic covered 45% of sessions led to good rate of progress in the topic covered 88% of sessions led to good or better rate of progress in the topic covered
E.	CIAEG. All Disadvantaged students have a career plan reviewed every year. All Disadvantaged students have personalised careers discussions in years 8, 10, 11, 12 and 13. Careers team ensure all students have applications for post 16.	Taking the Disadvantaged students to local FE colleges and Universities, organising for taster events facilitated by Universities, and ensuring more able Disadvantaged students make sure of the Fast Tomato software to inform their potential future pathways, will mean that they aim high and in turn will encourage the more able students to achieve well across their subjects. All Disadvantaged students will visit careers fairs in years 8 and 11. <i>Aspirational interventions (limited evidence of impact)</i>	Destination figures of Disadvantaged students to continue to improve in terms of the level of post-16 course applied for. NEET figures to continue to be low.	Careers Lead	Termly, following the CIAEG plan See previous L2+3 data re Post 16

E.	<p>More able coordinator Students to have completed two Super Question cards by the end of Christmas term. Attendance at More Able 'Philosophy thunk' sessions with co-ordinator Invite to Accelerate Debate club Attendance at Interact/trips Students with an identified interest in STEM to attend Parent seminars on Stem careers.</p>	<p>To ensure students are achieving relevant challenge and engagement with pushing themselves. Monitoring student's perceptions of quality of teaching and pushing abstract debate. Interaction with other More Able- attendance All students to have attended at least one trip to encourage aspiration Aspirations- register and student voice captured afterwards. Parental involvement (+3 months) – leading to mentoring</p>	<p>Progress of year 7 High Band students, including the Disadvantaged students in this cohort.</p>	<p>More Able Lead</p>	<p>Dec 17 16% High Band Disadvantaged students in year 7 completed 2 cards 1 student attended Thunk sessions. 25% of High Band students took part in an enrichment off site visit.</p> <p>May 17 16% High Band Disadvantaged students in year 7 completed 2 cards 13% of all disadvantaged students have completed at least 1 card.</p> <p>100% of y7-9 Disadvantaged students have attended regular Thunk sessions and Y9 Disadvantaged have requested an extra session this half term.</p> <p>July 17 No further sessions after May 17</p>
B.	<p>Introduction of a BTEC Construction course (small group)</p>	<p>Identified Disadvantaged students guided towards Construction course as part of the options process <i>Behaviour interventions (+3 months)</i> <i>Small group Tuition (+4 months)</i></p>	<p>Attendance and conduct of these students will improve from last year (year 8) into this year (year 9), as well as progress within the subject.</p>	<p>DT teacher</p>	<p>Each data capture</p> <p>Term 1 3/6 Case study students have improved attitude to learning</p> <p>Term 2 4 out of 6 students improved their good to poor choice ratio</p> <p>Term 3 5 out of 6 students reduced their poor choices</p>
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice (EEF reference)?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

E.	Parents' evenings and Meet the Mentor event – year 7 and 8 parents who do not book appointments are phoned by the Booster Champion, invited in or are home visited.	Encouraging parents to come into school to hear feedback from subject teachers. <i>Parental involvement (+3 months)</i>	Increased attendance at parents' evenings for Disadvantaged students; closing of the Parents' Evening attendance gap.	Booster Champion	Contact made with 100% of parents for Meet The Mentor (year 6 into 7) 8 year 7 parents contacted re PE, 4 booked but none attended. No further action.																								
E.	Parents' evenings and Meet the Mentor event – year 9-11 parents who do not book appointments are phoned by 6 th Form students and invited.	Encouraging parents to come into school to hear feedback from subject teachers. <i>Parental involvement (+3 months)</i>	Increased attendance at parents' evenings for Disadvantaged students; closing of the Parents' Evening attendance gap.	Head of 6 th Form	After each calendared Parents' Evening. Currently phoned by Booster Champion – did not increase attendance.																								
B.	Rewards (whole school)	Incentivise Disadvantaged students in both KS3 and KS4 to learn well in lessons, be punctual and model positive behaviour for learning. <i>Behaviour interventions (+3 months)</i>	Disadvantaged students conduct points are in line with their peers. Learning Attitude grades of Disadvantaged students in KS3 in line with their peers (no data available from previous years – new system)	ACE Lead Deputy Head	<p>See previous data on page 2 (outcome B) Exploring methodology to include Learner Attitude grades. Will be available in July (after year 7 data capture)</p> <table><tr><th>Year group</th><th>Disadvantaged students LA grade (1-6 scale, 6 best)</th><th>None Disadvantaged students LA grade (1-6 scale, 6 best)</th></tr><tr><td>7</td><td>3</td><td>4</td></tr><tr><td>9</td><td>3</td><td>4</td></tr><tr><td>10</td><td>3</td><td>4</td></tr></table> <p>Disadvantaged students are one grade behind in each year group.</p> <p>Term 3</p> <table><tr><th>Year group</th><th>Disadvantaged students LA grade (1-6 scale, 6 best)</th><th>None Disadvantaged students LA grade (1-6 scale, 6 best)</th></tr><tr><td>7</td><td>4</td><td>4</td></tr><tr><td>9</td><td>3</td><td>4</td></tr><tr><td>10</td><td>4</td><td>4</td></tr></table> <p>Disadvantaged students have closed the gap in Years 7 & 10. The gap remains the same in Year 9.</p>	Year group	Disadvantaged students LA grade (1-6 scale, 6 best)	None Disadvantaged students LA grade (1-6 scale, 6 best)	7	3	4	9	3	4	10	3	4	Year group	Disadvantaged students LA grade (1-6 scale, 6 best)	None Disadvantaged students LA grade (1-6 scale, 6 best)	7	4	4	9	3	4	10	4	4
Year group	Disadvantaged students LA grade (1-6 scale, 6 best)	None Disadvantaged students LA grade (1-6 scale, 6 best)																											
7	3	4																											
9	3	4																											
10	3	4																											
Year group	Disadvantaged students LA grade (1-6 scale, 6 best)	None Disadvantaged students LA grade (1-6 scale, 6 best)																											
7	4	4																											
9	3	4																											
10	4	4																											

A.	Attendance team	A range of strategies from rewards to weekly catch up sessions to school contracts have proven to improve the attendance of Disadvantaged students over the last 2 years. Further evolutions of this programme are essential for continued improvement, especially with a small group of PA students. <i>No specific reference</i>	See attendance target	Attendance Lead	Weekly Continuing improvements – see Term 1 outcomes on page 2.
B/E	Use of a councillor	Some Disadvantaged students have personal circumstances or mental health issues which will not be addressed through CAMH which impact negatively on their ability to focus on learning. Student feedback from previous years has clearly indicated the need for this service. <i>No specific reference</i>	Increased attendance from those students	SENCO	Ongoing 2% increase in attendance for Disadvantaged students (vs none-Disadvantaged of 1.3%) May 2018 1 student maintained high attendance.

5. Funding Breakdown			
Objective	Who or what is funded for this objective to be successful	Budget allocated	% of the Disadvantaged Funding Allocated
A. The attendance of disadvantaged students is less than that of other students in school.	Attendance team Pastoral Leaders	£30,000 (52% of salary) £5,000 (2.8% of salary)	18%
B. There is a negative behaviour incidents gap in favour of disadvantaged students relative to other students.	Booster Champion ACE lead and team Pastoral Leaders HLTA/TAs	£7,000 (33% of salary) £25,000 (97% of salary of Lead) £10,000 (5.6% of salary) £10,000 (3.1% of salary)	27%
C. Disadvantaged students, as well as other students in school, have low levels of reading on entry and do not often undertake wider reading.	HLTAs/TAs Learning Support PA	£13,000 (4.1% of salary)	7%
D. Disadvantaged students make less progress in maths than in English over 5 years, students often have low levels of arithmetic skills	Booster Champion HLTAs/TAs Intervention Consultant maths Intervention tutor maths and Science	£7,000 (33% of salary) £12,000 (3.8% of salary) £10,000 £10,000	20%
E. The disadvantaged students do not necessarily realise their own potential, and therefore their aspiration is lacking. This is linked to a cultural capital deficit and thus a lack of educational ambition to succeed in their studies.	Booster Champion Academic Mentor (Years 11-13) CIAEG team Pastoral Leaders Music Lesson Councillor Transport/Rewards/Educational Visits Revision Guides	£7,000 (33% of salary) £23,000 (95% of salary) £5,000 £5,000 (5.6% of salary) £5,000 £5,000 £4,000 £2,000	28%
Total		£194,772 (£195,000 approx)	100%