

# Action Plan for Disadvantaged Pupils 2021-22



## Preface

The following plan is designed to reflect what is stated above, and links to other action and improvement plans in school. The structure the plan follows is based on that suggested by the Education Endowment Foundation (EEF) and follows a '3-tiered' approach focusing upon:

- Quality of Teaching
- Targeted Strategies
- Wider Strategies

TEACHING					
SIP Ref	Planned Actions	Expected Expenditure	Progress Update October 22 and Next Steps	Next Planned Review	Lead
2a, 2c, 2d, 2e.	Quality First Teaching for all pupils, supported by awareness and application of cognitive and metacognitive strategies to aid learning and help pupils take ownership of their own learning (including retrieval, modelling, reading and literacy development, and feedback via learning dialogue sheets).	£45,580	CPD sessions delivered, with all Faculties adding retrieval and literacy development to lessons. Progression models adopted to reflect these. Whole-school review of assessment, supported by development work within the Learning Community, underway with faculty action plans that will be reviewed in January and March 2023. <b>Next Steps:</b> Whole-school assessment review to continue. Review of cognitive and metacognitive strategies employed.	January 23	CMc
2a, 2c, 2e.	Employment of additional teachers to support English and Maths provision and help close gaps for those most affected by the impact of partial closures.	£54,456	Additional support offered, with progress data analysis helping to identify target groups of pupils for further intervention. Progress data from Review 1 to Review 2 in Maths shows the vast majority of pupils made progress: Year 11: 14 of 15 more able pupils grades improved by at least one grade. Year 10: 9 of 20 mid and higher band pupils' grades improved by at least one grade. Year 9: 5 of 8 high band pupils grade improved. In English the	October 22	TM / NO

			<p>focus was on lower ability pupils in Year 11, with 65% (of 14 pupils) improving their grades to Grade 4 or higher. Work with Year 10 and Year 9 groups was more bespoke to support the progress of pupils over a short period of time.</p> <p><b>Next Steps</b> Review impact overall using GCSE outcomes and end of year data. (To be shared with Govs in due course)</p>		
3d, 5a.	Planned programme of enrichment (including CASEO, Interhouse, DofE and Educational Visits) to help close gaps in opportunity for pupils most affected by the impact of Covid restrictions.	Included elsewhere	<p>All aspects of the programme offered, with attendance tracked. CASEO Autumn Term – 445 pupils attended all sessions offered, of these 71 were PP (15.9%). CASEO Spring Term – 124 pupils attended, of these 12 were PP (9.6%), CASEO Summer Term – 229 pupils attended, of these 33 were PP (14.4%).</p> <p><b>Next Steps</b> Review of programme for 2022-23 in light of KS3 / KS4 curriculum changes.</p>	October 22	CMc / Aha / MW
2e, 3c, 3d.	Awareness of DPs of most concern through the use of accurate assessment of learning, monitoring of engagement and attitude to learning.	Included elsewhere	<p>Three 'wave' intervention approach introduced across all Faculties.</p> <p>Analysis of progress data shared with staff, demonstrating progress concerns over time and requiring feedback on potential barriers.</p> <p>Impact of faculty-based intervention Y7-10: of 158 PP pupils, 49.4% improved by July 22.</p> <p><b>Next Steps</b> Wave 2 and 3 interventions offered to pupils of most concern from September 2022.</p>	October 22	CMc / SLT / HoF
2a, 5a, 6b	Ensure all DPs have access to materials necessary to support learning and demonstrate progress.	£5000	<p>Faculty requests for additional resources addressed. Additional devices offered to DPs (33 devices currently being used) in order to access additional externally provided tutoring.</p> <p><b>Next Steps</b> Consultation with parents regarding devices now needed.</p>	November 22	CMc / JBu / LD

June 2022

5d	Ensure Careers provision is developed, to at least the level it had been at before March 2020, to ensure all pupils have a realistic awareness of future career plans and how to get there.	£4964	Development work has led to all 8 Gatsby Benchmarks being achieved in full. L4L sessions offered as planned. <b>Next Steps</b> Ensure all DPs are targeted for initial interview support	November 22	CSi / TM / NM
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TARGETED STRATEGIES					
SIP Ref	Planned Actions	Expected Expenditure	Progress Update October 22 and Next Steps	Next Planned Review	Lead
2a, 2e, 3c	A bespoke intervention programme, reviewed termly, to support identified gaps for DPs across the school (including Year 11 Intervention Plan, School-led Tutoring, National Tutoring Programme).	£43000 (including £7488.00 for School- led Tutoring via MyTutor)	Progress data analysed for all year groups, with Period 6/0 intervention offered for Year 11 and waves of intervention offered internally for pupils in Year 7-10. Groups of DPs (36 in Y7-10) offered additional external tutoring, as part of wave 3 intervention, in a 10-week programme in English, Maths or Science in Summer Term: 12 of 36 pupils progress grades improved, with only 20 of 36 pupils regularly attending sessions, despite support offered to parents / pupils. <b>Next Steps:</b> Overall review of intervention to support pupils.	November 22	CMc / KB
2e, 3d, 4a	Enable all DPs to access the curriculum as much as possible through the provision of Homework Club and Breakfast Club.	£31000	HW (34 pupils, 14 PP) and Breakfast Clubs (83 pupils, 33 PP) offered to all year groups. <b>Next Steps:</b> HoH to continue Identifying pupils for compulsory attendance at HW club as part of intervention plan.	November 22	CMc
6d	Programme of activities to help address hard-to-reach parental involvement in school life and their children's education.	£4500	Year group events offered to support provision, in addition to parents' evenings. <b>Next Steps:</b> Further review of how address hard-to-reach parents, with parent forum a possibility.	November 22	SLT

WIDER STRATEGIES					
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June 2022

SIP Ref	Planned Actions	Expected Expenditure	Progress Update October 22 and Next Steps	Next Planned Review	Lead
4a	Through ongoing attendance analysis, address any patterns of concern regarding attendance of DPs to help support their progress in school.	£13000	Analysis completed June 22: 26.3% PPs in school. 47 (of 197) PP pupils with attendance below 85%, with a further 47 (of 197) PP pupils with 97% of higher. Analysis completed October 22: 27.1 DPs in school, average pupil attendance 93.3%, PP at 89.3% <b>Next Steps:</b> Identify strategies to support attendance of PP pupils, supported by respective HoH.	November 22	CG / CMc
3d	Regular monitoring of behaviour concerns to identify further interventions necessary for DPs.	£8200	Analysis completed June 22: 26.3% PPs in school. (14.7% of all exclusions are DPs, 31.9% of all SSCOs, 29.9% for Defiance, with 22.3% of all POD). Analysis completed October 22: 27.1 DPs in school, average positive points 71 with average negatives at 5.2, PP average positives 67, negatives 7.6. <b>Next Steps:</b> Further review support offered to DPs, with HoH involvement to address those of most concern.	November 22	LD / CMc
6e	Identification of pupils requiring welfare support to help break down barriers to learning within school.	£9239	Programme implemented as planned. <b>Next Steps:</b> Further meetings to identify pupils of concern.	October 22	SWa / CMc