



Disadvantage Students' Policy

Vision:	Rayner Stephens High School embodies the aim we have that all students regardless of academic or social barriers will successfully access their education so that all students make at least expected progress.
Rationale:	Rayner Stephens High School has members of the Senior Leadership and Middle Leadership team with specific responsibility for the progress of disadvantaged students and the School has an ongoing action plan dedicated to closing the progress gap between disadvantaged students and their peers.

Author:	V Cooke
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This policy is yet to be reviewed and formally approved by Stamford Park Trust

DISADVANTAGED STUDENTS' POLICY

Rayner Stephens High School 2019-2020

'We endeavour to achieve and aspire to be successful.' Rayner Stephens High School's mission statement embodies the aim we have that all students regardless of academic or social barriers will successfully access their education so that all students make at least expected progress (meet or exceed a Progress 8 score of zero). The school recognises that nationally and in a local context students who are or have recently been in receipt of free school meals funding are less likely to make expected progress and may need additional support and intervention to achieve the same progress as their peers who do not receive this additional funding. All students regardless of context and background that are identified as having barriers to learning or at some point in their academic career make less than expected progress are entitled to additional support, but statistically this group is more likely to contain pupil premium students and for that reason Rayner Stephens High School has members of the Senior Leadership and Middle Leadership team with specific responsibility for the progress of disadvantaged students and the school has an ongoing action plan dedicated to closing the progress gap between disadvantaged students and their peers.

The DfE has given schools the freedom to use the Pupil Premium as they see fit, based upon our knowledge of our pupil needs. 'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.' However, schools are accountable for the use of this additional funding.

THE PUPIL PREMIUM

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. The Pupil Premium was initially introduced in April 2011 when schools received an additional £488 for each of their pupils eligible for free school meals

PURPOSE OF THE PUPIL PREMIUM POLICY

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on closing the achievement gaps which currently exist between our disadvantaged pupils and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to close the achievement gaps of our pupils. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on a school's website.

Section 9 of this regulation requires schools to publish the amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated.

Through this policy we shall publish the above information. In meeting this requirement, we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

SCHOOL CONTEXT

Rayner Stephens High School is an 11 to 16 mixed community high school. It is an average-sized secondary school maintained by Tameside Local Authority.

The proportion of learners known to be eligible for the pupil premium is 43% significantly above national average. This is also within the top 20% nationally. Of these students the majority are white British. Learners arrive at Rayner Stephens High School with prior attainment significantly below national average. The current break down within year groups is: Year 7: 50% Year 8: 47% Year 9: 42% Year 10: 37% Year 11: 39%

Data on Super Output Areas (SOAs) from the Office for National Statistics provides clear information on the significant deprivation within some of the wards the school serves. Over 45% of Rayner Stephens learners live in the bottom 30% of national lower SOA. Unemployment is high in Tameside as a whole with 15.5%, of working age adults receiving out-of-work benefit. In some of the lower super output areas served by Rayner Stephens this percentage increases to over 50%.

A key focus of the school's mission has been on building greater aspiration and raising achievement - this is based on our clearly defined core values of ASPIRE to promote a culture of high expectations and quality provision to transform life chances and opportunities for our students with uncompromising ambition for all we serve and especially for our disadvantaged students.



Rayner Stephens was a new academy that was opened in September 2017 and for this reason there is no previous data. It should be noted that the previous school was shut due to poor performance over a considerable length of time and that the progress of disadvantaged students had been a key area for development for the previous school. The current leadership has developed from the emergency measures put in place in January 2016 to support the school. At this time the current AspirePlus CEO and Headteacher were heavily involved in interim leadership roles where they took swift action taken including a change of leadership, greater capacity at senior and middle leadership and commissioned an annual review of disadvantage students progress this has resulted in a review of pupil premium spending and the gap between the achievement of disadvantaged students and that of others being more closely monitored.

Target for improvement

Continue to ensure sustainable improvement and eliminate the gap between the achievement of disadvantaged students and that of other students in the school and significantly narrow the gap between disadvantaged students at Rayner Stephens High School and their non counterparts nationally.

Pastoral context

Current Inclusion actions have been reviewed and include:

- Weekly inclusion forum to ensure appropriate strategies are in place to meet the needs of our young people
- Daily meetings both pre and after school to quality assure and communicate on individual students and appropriate strategies
- High Tariff students are identified and actions are being tracked
- Weekly inclusion briefing
- Aspire weekly communications bulletin to all staff
- DA first approach to checking equipment, uniform rewards and behaviour in form time
- Careers meetings for all DA students in Year 9
- Year 10 and Year 11 careers meetings, scheduled for DA student's first
- Aspirational opportunities for DA learners in KS4.
- Robust Quality Assurance with DA focus
- A2L data used and systems in place to communicate and share data at each data collection point. DA/ SEND students with inconsistent A2L will have scheduled meetings directed by Learning Leader
- Learning Leaders trackers to ensure consequences are appropriate and applicable
- Effective use of Alternative provision
- Aspire based registration group
- Effective use of part time timetables
- Effective use of Managed Moves

Academic Context

With increased leadership capacity since April 2017, priorities are now equally around ensuring an appropriate curriculum, quality first teaching and raising the aspirations of our disadvantaged students.

Previous results in the last two years have shown that intensive targeted intervention in Year 11 with identified cohorts of disadvantaged students has had a measurable positive impact in improving attainment in Maths and English. While this type of action will continue to form part of our policy, the focus is now much broader and aims to ensure sustainable improvements in all Year groups to close the disadvantaged versus non gaps.

Rayner Stephens High School 2019-2020

The Pupil Premium First Policy was introduced in September 2017. It involves giving equal attention to students in all Year groups but also addressing issues which may be more pressing in specific year groups. The first priority is to ensure quality first teaching for all students but also with priority given to DA students in all classrooms. This involves the identification of DA students on data rich seating plans. The policy promotes questioning and using AFL strategies which prioritise DA students, adopting marking and feedback practices which prioritise DA, ensuring that DA students are equally praised (and including positive contact with families), addressing any barriers to homework as a priority for DA learners, prioritising DA learners for interventions outside the classroom, and ensures that all enrichment opportunities including external visits involve at least 50% of DA learners.

Closing the gap has formed a focus in Departmental Action Plans. This will be further monitored and reviewed through continued QA and maintaining a focus on DA First and sharing all data around DA through CPD (Inset; Teaching and learning briefing; Teaching Development Groups; Middle Leader training and the QA cycle; use of departmental meetings to track the progress of DA students and develop effective subject specific practices; use of Professional Advocates to disseminate best practice around closing the gap).

DA First will also be embedded at key transition points, notably between KS2 to KS3. A key priority this summer will be to develop sustainable practices to ensure that the DA versus non gap on entry is closing prior to Year 7 September entry.

The whole school reward system was introduced in September 2017 and on a weekly basis the number of DA versus Non rewards is tracked and reviewed at leadership level to ensure equal distribution. Attendance at interventions is also reviewed on a weekly basis to ensure equal participation and track individual students' engagement, with communication home where needed.

HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM

In making decisions on the use of the Pupil Premium we will:



- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.
- Use the latest evidence based research (1) and internal research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our students.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Review strategies on a regular basis to evaluate impact and ensure value for money
- Use the Quality assurance processes for departments, learning leaders and senior leaders to review impact and value for money.
- Use high quality teaching and learning as the preferred way to close the gaps in progress in the first instance, through our DA First Policy. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our families in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Although interventions may be directed predominantly at Pupil Premium students non pupil premium students with the same academic or inclusion needs will not be restricted from accessing the same or similar interventions.

(1) The Sutton Trust – Education Endowment Foundation, Teaching and Learning Toolkit

<http://educationendowmentfoundation.org.uk/toolkit>

[The Sutton Trust: Subject to background](#)

DEVELOPMENT OF THE POLICY

In developing this policy, we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The aforementioned act requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties. The Pupil Premium Policy runs alongside the schools Special Educational Needs policy who are covered under the 'protected characteristics' of the Equality Act. Some of these pupils, especially minority ethnic, English as an additional language, Special Educational Needs and pupils with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework September 2015, which continues to place a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

LINKS TO OTHER POLICIES AND DOCUMENTATION

Although this policy is the key document outlining our approach to closing the gaps in attainment, achievement and attendance for our disadvantaged pupils, we will, however, ensure that information about our responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our school development plan, self-evaluation review, school web site.

ROLES AND RESPONSIBILITIES

We expect all members of our school community, particularly staff and Trustees and the Local Governing Advisory Board to be committed to raising standards and closing the gaps for our students.

THE HEAD AND THE SCHOOL LEADERSHIP TEAM

The Headteacher works with the Finance manager and the Director of Finance and Resources to make decisions on allocating and monitoring the overall effectiveness of the Pupil Premium funding. Through the appraisal process the Headteacher and appraisers will ensure closing the gaps is a priority area of focus for the school.

It will be the responsibility of the Headteacher to include the following information in the termly monitoring and evaluation report for the Trustees of the AspirePlus Educational Trust and the CEO.

- The progress made towards narrowing the gap, by year group, for disadvantaged pupils
- An outline of the provision that has been made since the last annual report

The Deputy Head of Teaching and Learning, Standards and Curriculum has responsibility for the strategic planning, implementation and monitoring of the policy through the Disadvantaged Students' Action Plan. They will ensure that all staff are aware of their responsibilities in closing the gaps of our students. They will also ensure that staff are given appropriate support and relevant



professional development opportunities to accelerate students' progress and attainment. They will also complete evaluations of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support through the review of the action plan.

The Deputy and Assistant Headteachers' in Inclusion and the Learning Leaders have specific responsibilities for the tracking, monitoring and implementation of interventions to improve the progress and attendance of students in receipt of the Pupil Premium funding. This includes reporting to Senior Leaders and Headteacher.

The Assistant Headteacher for T&L KS4 Progress and the Director of Aspiration and Challenge tracks the progress of the most able Pupil Premium students in all year groups. They identify students in need of intervention and conduct Quality assurance activities to ensure they are receiving the correct level of challenge. They also provide programme to mentor with additional sessions and guidance - both one to one and in small groups and enrichment opportunities for students focussed on further education.

Curriculum leaders and members of staff with additional TLRs for curriculum responsibilities have specific responsibilities for tracking, monitoring and implementing specific interventions for students in receipt of Pupil Premium funding. These should be both preventative methods as well as intervention when a gap appears.

TEACHING AND SUPPORT STAFF WILL:

- maintain the highest expectations of all students and not equate disadvantage of circumstance with 'low ability',
- promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive and make expected progress,
- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be closed and improvements maintained.
- support disadvantaged groups of students in their class through differentiated planning and teaching including home learning, especially for those who find aspects of learning difficult and are in danger of falling behind,
keep up-to-date with teaching strategies and research, which have proven track record in closing the gaps in attainment and achievement.
- provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of students and close the gaps.
- Teaching and support staff will monitor specific groups including Pupil Premium and review their progress regularly and put in additional intervention where necessary.
- Where disadvantaged students are not making progress at the same rate as their peers additional teacher intervention including more regular marking and feedback (evidenced high impact intervention Sutton Trust) should be implemented.

FORM TUTORS AND PASTORAL SYSTEMS WILL:

- Track and monitor the progress and attendance of disadvantaged students in their form through the target setting and monitoring system.



- Be responsible for helping develop good parental engagement and communication with parents of disadvantaged students through regular contact with home.

ENRICHMENT:

The school provides a comprehensive enrichment programme for afterschool and curriculum areas and will operate a 50% target of involvement of DA students in all aspects of the programme. Sometimes these activities can include a financial cost and the school keeps a fund to subsidise enrichment activities for disadvantaged students to ensure they are able to participate in the same activities.

ADDITION FUNDING:

The school allocates £4000 each academic year to support disadvantaged students with buying additional resources and for contributions towards extra-curricular activities. Members of staff can access this funding by completing the funding form and where successful reviewing the impact to ensure value for money. (see Appendix 1)

MONITORING AND REVIEWING THE POLICY

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in closing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in closing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake ongoing evaluations of the strategies we are using, such as commissioning Pupil Premium Reviews and strategies that are outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.

Our annual review will involve staff, pupils and parents and carers.

DISSEMINATING THE POLICY

This Pupil Premium policy along with the details of actions will be published:

- on our website (with paper copies available on request in the school office)
- in the staff handbook and as part of induction for new staff
- We will also use other methods and occasions such as parents' evenings and assemblies, as appropriate to share information about the Pupil Premium.