



#### Area 1: Curriculum

- Improve the quality of teaching and learning for disadvantaged pupils, by ensuring that they receive the appropriate level of challenge, especially the most able disadvantaged pupils.
- Ensure that all disadvantaged pupils are identified and known to all staff and that progress is regularly tracked and monitored using the school's systems.
- Ensure that any underachievement is identified early and that appropriate support and intervention is put in place.

Planned Outcomes	Impact
<p><b>Improve rates of progress in English and Maths for disadvantaged pupils</b></p>	<p><b>Year 7</b> – 97% of disadvantaged pupils achieved Grade 1+ in English &amp; Maths  <b>Year 8</b> – 56% of disadvantaged pupils achieved Grade 2+ in English &amp; Maths  <b>Year 9</b> – 38% of disadvantaged pupils achieved Grade 3+ in English &amp; Maths  <b>Year 10</b> – -0.18 progress difference between DP/All pupils for English. -0.08 progress difference for Maths.</p> <p><b>Year 11 (unvalidated results)</b> – 31.8% of disadvantaged pupils achieved 9-4 in English and Maths; the gap between the attainment of DPs and all other pupils was 22.7% , an increase of 2.4% from 2015.</p> <p>20% of disadvantaged pupils achieved 9-5 in English and Maths; the gap between the attainment of DPs and all other pupils was 14.1%.</p> <p>The average Attainment 8 score for all pupils was 40.16. On average disadvantaged pupils attracted Attainment 8 scores 9.83 points below all other pupils</p>
<p><b>Ensure Quality First Teaching leading to improved progress in line with national benchmarks.</b></p>	<p><b>Year 7</b> – -0.1 progress difference between DP/non DPs  <b>Year 8</b> – -0.2 progress difference between DP/non DPs  <b>Year 9</b> – -0.7 progress difference between DP/non DPs  <b>Year 10</b> – -0.4 progress difference between DP/non DPs  <b>Year 11 (unvalidated results)</b> – The Progress 8 score for disadvantaged pupils was -1.01 and for all other pupils -0.53                      The average Progress 8 score for English for disadvantaged pupils was -0.65 and for all other pupils -0.44                      The average Progress 8 score for Maths for disadvantaged pupils was -1.22 and for all other pupils -0.7                      The average Progress 8 score for EBacc for disadvantaged pupils was -0.91 and for all other pupils -0.32</p> <p><b>Year 11 – Positive progress difference between DPs and non DPs in French, German, Business Studies, Drama and PE.</b></p>
<p><b>Staff are aware of their disadvantaged pupils and where appropriate will prioritise these pupils.</b></p>	<p>CPD in Autumn Term on the barriers for disadvantaged pupils and strategies to overcome these barriers. Information systems regularly updated to reflect the disadvantaged cohort and this information available for all staff to access, in order to inform planning and feedback.</p>
<p><b>Ensure more able disadvantaged pupils make rapid progress by offering appropriate level of stretch and challenge in lessons</b></p>	<p><b>Year 7 MA</b> – Average End of Year grade 2.9 for MA DP and Non-DP  <b>Year 8 MA</b> – Average End of Year grade 3.6 for MA DP and Non-DP  <b>Year 9 MA</b> – Average End of Year grade 4.6 for MA DP and Non-DP  <b>Year 10 MA</b> – 44% of MA DP and Non-DP achieving 9-5 in English &amp; Maths (no difference)</p>
<p><b>Staff use the school QA process to track and monitor the progress of DPs and identify underachievement and implement intervention</b></p>	<p>Sustained increase throughout the year of evidence of disadvantaged pupils' progress and achieving targets across all year groups and subject areas, as demonstrated in the quality assurance process.</p>
<p><b>Improve outcomes for DPs by offering a targeted revision/catch up programme</b></p>	<p>Targeted Lesson 6 revision offered to all disadvantaged pupils in Maths &amp; English from the start of Year 11. Lesson 6 and other interventions offered in all other subject areas.</p>
<p><b>Improve outcomes for DPs by offering an Assertive Mentoring programme to a targeted cohort of Year 11 DPs</b></p>	<p>Year 11 disadvantaged pupils participated in an assertive mentoring programme, offering support and regular target setting for this cohort. See above for data evidence.</p>

## Area 2: Curriculum Enrichment

- Ensure that disadvantaged pupils have opportunities to develop positive characteristics, such as resilience.
- Ensure that disadvantaged pupils have access to careers guidance and aspirational events and experiences.

Planned Outcomes	Impact
<b>DPs develop meta-cognition and positive characteristics, such as resilience to enable them to make progress</b>	Teaching & Learning focus for this year on questioning and feedback. Learning walk in HT4 showed 98% of lessons contained effective questioning and 95% showed pupils responding to feedback. Work scrutiny in HT6 showed evidence of DP work demonstrating higher level thinking.
<b>DPs have priority access to guidance to inform post 16 choices</b>	100% of disadvantaged pupils in Year 11 had priority appointments with the Connexions officer. 100% of Year 11 disadvantaged pupils made applications to colleges/apprenticeship providers. Additional support with the college application process received from Attainment and Achievement Coach.
<b>DPs have access to aspirational events to inform post 16 choices</b>	100% of Year 11 disadvantaged pupils had access to Post 16 roadshow in school, with priority access to the event. 100% of Year 10 disadvantaged pupils had access to Careers Choices Event and College Taster Days. 91% of Year 10 disadvantaged pupils attended one or more of these events. Year 9 disadvantaged pupils also targeted for university visits and other careers events.
<b>DPs have access to additional study skills support</b>	Year 11 disadvantaged pupils accessed external study skills support session. 100% of Year 10 disadvantaged pupils had access to external study skills support session.
<b>DPs have access to extra-curricular opportunities (e.g. Music, Sport and Drama) DPs are able to participate in school trips and any available cultural experiences</b>	DPs have participated in all trips/extra-curricular activities and have been specifically targeted for some extra-curricular trips and activities (careers events, STEM events, university visits). Where necessary, funding has been accessed to ensure that any financial barriers for DPs and their families are removed.

## Area 3: Personal Development, Behaviour and Welfare

- Ensure that identified barriers to learning are removed for disadvantaged pupils by tracking and monitoring attendance and offering appropriate behaviour and learning support.

Planned Outcomes	Impact
<b>Increase attendance rate for DPs to above 94%</b>	DP Cohort Year 14/15 = <b>90.05%</b> DP Cohort Year 15/16 = <b>93.06%</b> (whole school attendance <b>94.94%</b> ) DP Cohort Year 16/17 = <b>92.16%</b> (whole school attendance <b>94.59%</b> )
<b>Reduce barrier of poor BfL for those DPs that experience difficulties in their learning</b>	The average Behaviour for Learning grade across all year groups is the same for disadvantaged and non-disadvantaged pupils.  Attainment and Achievement Coach – as part of his role, the AAC has worked with small cohorts of pupils in each year group to improve outcomes for these pupils. 20/23 pupils showed progress in one or more subject area following this mentoring. 100% of pupils surveyed about this mentoring said that they found it 'beneficial or very beneficial'.  Year 9 behaviour cohort identified for external mentoring programme which will continue in Year 10.  Year 7-10 DPs involved in peer mentoring programme as mentors and mentees.
<b>Provide learning support for those identified DP SEND pupils</b>	<b>YR7 SEND</b> – Same progress made as non-DP SEND <b>YR8 SEND</b> – Same progress made as non-DP SEND <b>YR9 SEND</b> – Same progress made as non-DP SEND <b>YR10 SEND</b> – Same average whole grade for English & Maths as non-DP SEND

## Area 4: Parental Support and Engagement

- Seek to engage and support parents of disadvantaged pupils in their children's education by offering opportunities for staff and parents to work together, in order to support improved outcomes.

Planned Outcomes	Impact
<b>Increase the number of DP parents/carers attending parents' evening and other information giving events</b>	New systems put into place to contact DP parents prior to parents' evenings and priority appointments made if needed. Increase in DP parental attendance at 4/5 parents' evenings.
<b>Strengthen links with DP parents/carers by inviting them to specially organised events</b>	Targeted events for DP parents have taken place, such as DP Year 8 Work showcase, Year 7 Maths Challenge events and STEM Family Challenge. Parental forums have been held with groups including DP parents to address whole school issues.
<b>Offer support with uniform/learning resources to DP most financially deprived parents/carers to enable DPs to access all areas of the curriculum</b>	A number of DP families has accessed funding in order to support uniform costs in the main.