



Disadvantaged Pupil Plan 2017-18 Evaluation

Disadvantaged pupils by year group

Year group	Disadvantaged number	Disadvantaged percentage
Y7	60	32%
Y8	50	28%
Y9	72	32%
Y10	46	22%
Y11	61	30%
Total	289	28.5%

Total pupil premium funding for current year: £244,854

Estimated final spend: £207,704

Strategy	Cost	Success criteria	End of year evaluation
Embed effective challenge, marking and feedback to ensure pupil performance	£500	Reduce difference in progress between DP & others for all starting points (HAPs / MAPs / LAPs). Book scrutiny and Learning Walk evidence to show improvement in performance across subjects in feedback	Challenge and strategies in lessons to support the DP pupils have been captured in the class action sheets and successful practice shared across the depts. Priority marking, learning walks and SMT & dept. book scrutinies with a focus on DP pupils – successful in closing the gap in 2017- has had less of an impact this year.
Employ specialist HLTAs in English and Maths to support DP pupils' learning.	All Staffing from DP budget cost: £137,950	Year 7 - 11 DP pupils given support in English to improve literacy and be better equipped to access curriculum – measured using GL reading assessments annually and termly for those in intensive literacy support. In Maths pupils given intensive support in lessons and booster sessions as part of intervention programme – measured using DCP outcomes.	Pupils made significant gains in Year 7 reading through guided programme of intervention and some progress in Maths through targeted intervention in lessons. Period Jan - April of having no HLTAs in maths were resolved with 2 strong appointments in post and additional training for an LSA to support in lower school. The English HLTA has had some impact particularly in the lower school where there is no gap in English.(Sum2 DCP)
Provide opportunities to improve reading	£6,000 £127.50	DP Pupils diminish gap in reading age as measured in NGRT test annually.	There is a gap on entry in reading between DP and non-DP pupils. The annual reading tests show that progress is being made in all year groups and the rate of DP progress is faster than non-DP, meaning that the gap reduces

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			as pupils move through the school. Progress is particularly good for years 7 and 8 who show the biggest gains compared to non-DP pupils.
Effective data tracking to prompt timely identification and targeting of additional support for individuals and groups		Data is used to enable timely interventions which successfully close gaps in performance and progress across all subjects.	Data collection efficiently managed HoDs monitor DP pupils and interventions put in place, although DP pupils attended less and there was insufficient rigour securing attendance. This has been rectified with a clear plan and role for the KS4 PL and timetabled LASER meetings to ensure DP focus in core subjects.
Ensure smooth transition from primary to secondary school.	£7444.88	Pupils make an effective transition to high school – participation.	2017 - 104 pupils attended summer school – 27% of cohort were DP. (in line with number of DP in year 7). Year 7 review – praise for transition arrangements. 2018 – 185 pupils attended summer camp – 47 of the 69 DP pupils attended (68% of cohort). Positive transition and very positive parental feedback.
Provide targeted intervention and revision to ensure good outcomes in exams.	£1964.30 £1069.46	Data is used to successfully close gaps in performance and progress across all subjects.	DP pupils provided with free revision guides and range of resources to support exam preparation and completion. Data used to identify pupils although need identified to monitor attendance of DP pupils at intervention more rigorously. Overall DP Gap of -0.5 – opened again from 0.0 last year. (figure to be confirmed in September checking exercise).
Improve attendance of DP pupils & reduce number of DP pupils who are PA.	£595	Attendance will improve over time and remain in line with the national average, particularly for DP students. Attendance % for PP students will be within 2% of the whole cohort.	A range of strategies were employed: to increase parental awareness of attendance issues and incentivise good attendance but these did not close the gap. The final gap in attendance for DP and others across all years in 2017 was 5.56% (Y11 5.67%). Attendance strategy reviewed and rapid improvement plan and dedicated staffing now in place for 2018-19.
Fund resources to overcome barriers to attendance / poor performance -breakfast club -uniform & PE kit -equipment -transport -food ingredients	£1919.26 £3800 £704 £325.12	DP attendance at breakfast club in line with or above non-dp attendance (school ratio – min 25%) All DP pupils in correct school uniform No DP pupils unable to attend school because of transport issues.	DP attendance at breakfast club is in line with school cohort % but represents a relatively small number of pupils attending – however, vulnerable pupils using breakfast club very successfully as a support mechanism. Rise in uniform funding requests to fund changes to uniform and lots of promotion for revision guides and equipment given. Food funded for nearly all DP pupils for cookery lessons
Provide behaviour support to enable	£20661.68	DP students whose behaviour needs to improve are actively supported.	Raised standards and expectations in behaviour and associated sanctions system were particularly challenged by DP pupils. DP FTE and PEX rates

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DP pupils to engage with curriculum.		Number of DP PEXs / FTEs reduced and brought in line with or below national.	above national although declined in the course of the year. DP pupils still represented a high % of the pupils sanctioned with in IER in 2017-18. PL mentoring reviewed and close monitoring of pupils in IER taking place.
Subsidise extra-curricular activities, visits and access to music to promote cultural ambition, aspiration and ensure equality of opportunity for DP pupils.	£1860 £2200 £6928	All DP students are offered the same experiences as those who are non-DP. Number of opportunities accessed is in line with non-DP pupils.	The DP cohort were well represented across all aspects of the school's extra-curricular offer and pupils were able to access funds to attend courses. To ensure pupils continue to engage all DP pupils' families have been reminded they are eligible and what support is available from school.
Increase team and leadership opportunities for DP pupils	£300	All DP students are offered the same experiences as non-DP. All DP pupils are encouraged to take on a leadership role during the year (ratio in line with non-DP)	Following mid-year audit a new Pupil Leadership strategy put into place for all year groups (leadership award / DoE / peer mentors / sports leaders) to ensure participation in leadership activities DP uptake monitored
Promote aspirations of the most able through targeted intervention by external HE provider (The Brilliant club)	£5,760	Gap in performance between HAPs DP and HAPs non-DP diminishes	Cohort selected to work with graduates through the Brilliant club and raise aspirations. The first graduate cohort produced the best overall results in the country. DP pupil progress between baseline and final assessment was 12% compared to 9% DP progress nationally and 10% overall pupil progress nationally. New scholar award launched. Graduation in July 2018. In GCSE exams 1 DP boy achieved eight grade 9s and HAPs boys Att8 rose from 5.68 to 6.16..
Improve teambuilding and behaviour of challenging pupils – Bushcraft / nature & nurture	£7595	Attendance and behaviour of selected pupils improves	Qualitative data shows high engagement and positive feedback for the Bushcraft / Nature & Nurture initiatives with some noticeable changes in attitude and ability to work with others. However, there was limited impact on attendance.