

Disadvantaged Pupils Strategy 2017/8

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Academic year 2016/7

School overview

Year	Total	Male	Female	Disadvantaged Male	Disadvantaged Female	Disadvantaged Total
7	216	113	103	34	26	60
8	211	103	108	33	34	67
9	198	113	85	23	22	45
10	195	103	92	16	25	41
11	181	86	95	17	24	41
Total	1001	518	483	123	131	254

Funding

Year	2014 - 15	2015-16	2016-17
Amount	£164, 560	£175, 780	£226,134
% of school population	21	24	26

St Bede's RC High School was allocated £226,134 in the academic year 2016/2017 for disadvantaged students which accounted for 25.3% of the school population. A variety of interventions were used to support students who had been identified as disadvantaged, across all year groups from Year 7 to Year 11. Schools receive this funding to support their eligible pupils and narrow the achievement gap between them and their peers.

Funding breakdown

	Disadvantaged	Service children	LAC/Previously LAC
Amount	208,505	1,800	15,829

Spending

Provision	Cost
Additional staff in English, Mathematics and Science	£55,000
HLTA wage contribution (PP intervention)	£50,000
Child welfare officer wage contribution	£7,000
Pastoral manager wage contribution	£28,000
College leaders wage contribution	£5,000
Additional in class support (teacher)	£20,000
Lunch subsidy	£3,648
Budget for personalised curriculum	£30,670
New Directions Scheme (PP priority)	£585
Cost of Maths and English Clinic	£4,500
Contribution to Accelerated Reading Scheme	£1,170
Revision and resources budget	£540
Contingency budget	£5,000
Year 7 residential trip (Waterpark)	£850.00
PP Plus - spending indicated in PEPs	£8,229
Attendance focus group	£5,942
Total cost of pupil premium provision	£226,134

Outcomes

Main Headlines	Whole school	DA pupils	Other pupils	In school Gap - / +	National Benchmark	DA Vs National
P8	-0.01	-0.41	0.10	-0.51	0.11	-0.52
A8	47.75	39.78	49.87	10.09	49.51	-9.73

Main Headlines	Whole school %	DA pupils % of cohort	Other pupils % of cohort	In school Gap - / +	National other %	National Gap %
5-9 Eng and Maths	43	24	48	-24	49	-25
EBacc entry	14	3	17	-14	43	-40
% EBacc	10	0	13	-13	25	-25

Results indicate that our disadvantaged pupils have not achieved as well as other pupils both in school and nationally. In response to these figures the following are being applied:

- Mentoring
- Targeted intervention
- Attendance and punctuality focus groups
- 6 week after school programmes in English and maths
- Review of the Options process
- Maths/English house groups

In maths, our disadvantaged pupils (71%) achieved grade 4+ which is 6% better than other pupils nationally.

In English Literature, our disadvantaged pupils (54%) achieved grade 4+ which is 8% better than other pupils nationally.

NEET figures

	Disadvantaged	Other	National average - Other
NEET	0%	0%	

Although NEET figures have yet to be released, KS4 pupils are prioritised for New Directions careers interview and additional support is given when opting and completing further education/employment opportunities.

*Attendance **

	Disadvantaged %	Other %	Gap %
Overall Attendance %	93.1	95.9	-2.8
Persistent absence %	21.2	8.8	-12.4

For overall attendance the difference between disadvantaged pupils and other pupils has slightly diminished by 0.8%. Pupils were targeted, monitored closely and reward incentives offered. An area of focus for the academic year 2017/8 is persistent absence. Pastoral staff have a target cohort for those who are at risk of persistent absence and strategies have been put in place.

*Punctuality **

Persistent lateness	Disadvantaged %	Other %	Gap %
Number	33	47	
% of cohort	12.9	6.3	-6.6

Although persistent lateness was not measure last year, it is an area that indicates a difference and therefore strategies have been put in place for 2017/8.

Fixed Term Exclusions *

	Disadvantaged	Other	Gap
% of cohort	4.7	3.3	-1.4

The difference between disadvantaged pupils and other pupils who received fixed term exclusions has diminished by 2.6%. Current and additional strategies will continue to ensure this improvement continues.

Referrals from lessons *

Persistent referrals	Disadvantaged	Other	Gap
% of cohort	7	2	-5

The difference between disadvantaged pupils and other pupils has slightly increased by 1%. Disadvantaged pupils were given mentoring by key staff to attempt to improve behaviour and reduce referrals. A review of the school Retreat procedures and policies have taken place and strategies implemented.

**Figures have been calculated on a cohort by cohort basis*

Academic year 2017/8

School overview

Year	Total	Male	Female	Disadvantaged Male	Disadvantaged Female	Disadvantaged total	Other total
7	217	114	103	19	34	53	164
8	216	113	103	35	23	58	158
9	209	102	107	36	31	67	142
10	196	112	84	22	23	45	151
11	195	103	92	15	27	42	153
Total	1033	544	489	127	138	265	768

Funding breakdown

	Disadvantaged	Service children	LAC/Previously LAC
Amount	215,986	2,400	5700

St Bede's RC High School has been allocated £224,086 for the academic year 2017/2018 for disadvantaged students which account for 25.6% of the school population. It is anticipated that a variety of interventions will be used to support students who have been identified as disadvantaged, across all year groups from Year 7 to Year 11. Schools receive this funding to support their eligible pupils and narrow the achievement gap between them and their peers.

Identified barriers

- Persistent absence
- Persistent lateness
- Behaviour

Proposed Spending 2017-18

Provision	Cost
Additional staff in English, Mathematics and Science	55,000
HLTA wage contribution (intervention)	50,000
Child welfare officer wage contribution	10,000
Pastoral manager wage contribution	17,000
College leader wage contribution	10,000
Additional in class support (teacher)	22,000
Lunch subsidy	4,000
Budget for personalised curriculum	34,682
New Directions Scheme (priority)	1,000
Contribution to Accelerated Reading Scheme (priority)	1,170
Revision and resources budget	2,540
English and maths house groups	5,796
ICT teacher intervention	2,898
Attendance focus group	1,000
Contingency budget	7,000
Total cost of pupil premium provision	£224,086

Proposed Impact Strategies 2017/8

In 2017/8 it is proposed that the funding for disadvantaged pupils will be used to further enhance learning, consolidate and improve pupil outcome by:

- Supporting learners at key stage four by providing smaller class sizes in English and Mathematics which will increase teacher contact time
- Delivering an alternative curriculum with a wide range of courses to support targeted students (The Heights provision)
- Providing two Child Welfare Officers which adds further support
- Built in literacy strategy for KS3 pupils through the reading drive - Accelerated Reading Scheme which will prioritise disadvantaged pupils
- Providing in class support as required for targeted disadvantaged students
- Utilising HLTA's to support the learning of disadvantaged pupils by using various intervention strategies and/or to supply cover for the class teacher as necessary
- To provide the provision of an English and Mathematics clinic in KS3 and KS4 which will allow disadvantaged pupils the opportunity to work on areas of weakness
- Pastoral and mentoring support for students
- Enhanced careers education and guidance through the New Directions programme and prioritised careers interviews for KS4
- Enhanced attendance support strategies and incentives
- Improved data tracking (SISRA Analytics) which prioritises disadvantaged pupils for intervention
- Supply of revision resources
- Appraisal targets to raise the achievement of disadvantaged pupils

Action Plan Synopsis 2017/8

Identified barrier	Action	Desired outcome
<p><i>Academic</i></p> <ul style="list-style-type: none"> • 5-9 English and maths • P8 • EBacc 	<ul style="list-style-type: none"> • Specialised house groups • 6 week intense intervention programmes • Mentoring • Targeted intervention • Review of options process • Review of options process • Targeted intervention 	
<p><i>Pastoral</i></p> <ul style="list-style-type: none"> • Fixed term exclusions • Referrals from lessons • Persistent absence • Persistent lateness 	<ul style="list-style-type: none"> • Review and change Retreat provision and procedures • Peer mentoring • Pastoral support plans • Review and change Retreat provision and procedures • Pastoral support plan for pupils referred 4 times or more • Mentoring • Target groups identified and monitored weekly • Priority first day response • Early EWO involvement • Bespoke reward system • Target groups identified and monitored • Bespoke reward system 	<p>Current gap - 1.4% Year 1 - 1% or under Year 2 - 1% or under Year 3 - 1% or under</p> <p>Current gap - 5% Year 1 - 4% Year 2 - 3% Year 3 - 2%</p> <p>Current gap - 12.4% Year 1 - 7% Year 2 - 5% Year 3 - 3%</p> <p>Current gap - 6.6% Year 1 - 4.5% Year 2 - 3% Year 3 - 2%</p>

- **Date of strategy review: December 2017**