

Hornsea School & Language College



Disadvantaged Pupils Policy

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Disadvantaged Pupils Policy

Aim: Actively working to broaden horizons through ensuring participation and progress for all students despite vulnerability. Activities and resources that are secured should be used to replicate the educational experiences of more affluent students.

Monitoring progress

The attainment of students in receipt of the disadvantaged pupils funding is regularly monitored by a team of staff under the strategic view of a designated Assistant Head Teacher. Progress, attendance and wellbeing are reviewed. This monitoring will trigger interventions or support as necessary. Behaviour and achievement are also monitored, and used to guide interventions within the pastoral structure at the school.

The disadvantaged pupils funding is spent both in an integrated and targeted way. Funds are used to ensure that students are given access to and can participate in the wide range of learning opportunities on offer at Hornsea, including residential activities and learning outside the classroom.

How are the disadvantaged pupils funds spent?

On learning in the curriculum, including:

- one-to-one tuition for targeted students;
- small-group teaching including weekend tuition;
- additional in-class support;
- arrangements for monitoring progress;
- reduced class sizes in Maths and English
- teaching assistant intervention (ELSA, Anger Management, SIP etc);
- peer-assisted learning and coaching;
- provision of materials/equipment;
- learning support interventions (e.g. guided reading, maths challenge);
- incentives and rewards for achievement.

On support provided to ensure access to all learning opportunities both inside and outside the classroom:

- paying any additional staff costs;
- provision of laptops to borrow;
- paying for transport costs;
- funding residential learning opportunities;
- subsidising pupil contributions.

On improving attendance:

- appointment of an attendance officer;
- incentives and rewards offered for improved attendance

On promoting social, emotional and behavioural wellbeing:

- one-to-one mentoring within KS3 and KS4;
- behaviour support programmes;
- nurture groups;
- the development of a peer mentoring service for disadvantaged students;
- health information and advice;

- purchasing of school uniform;
- provision of a student support service, who also enable and facilitate access to LA services as appropriate
- social skills training

On enrichment beyond the curriculum:

- sporting opportunities;
- arts and other leisure activities;
- after-school and holiday clubs (including transportation);
- trips and visits, including residential visits.
- Music lessons

On families:

These actions help parents provide better support to their children by engaging them in their children's learning and/or providing them with the knowledge and skills to do so effectively.

- family learning day at transition;
- family support worker. – is this Kay Sullivan if so I do charge some of her time to the PP budget

On improving progression into further education, employment and training:

- targeted support as necessary from a careers officer;
- support with applications
- monitoring destinations