

Disadvantaged Pupils Strategy Statement



Summary Information...					
School	Hornsea School & Language College				
Academic Year	2019/20	Total DP budget	£243250 + £32381c/f	Date of most recent DP Review	January 2020
Total number of pupils	Y7 to Y11 944	Number of pupils eligible for DP	FSM/Ever 6 212 Service 22 Post-LAC 16 LAC 17	Date for next internal review of this strategy	November 2020

1. Current attainment (Year 11)	2018-19*		2017-18		2016-17	
	<i>Pupils eligible for DP</i>	<i>Non-DP</i>	<i>Pupils eligible for DP</i>	<i>Non-DP</i>	<i>Pupils eligible for DP</i>	<i>Non-DP</i>
% achieving English & Maths 4+	41%	60%	43%	65%	25%	67%
% achieving expected progress in English / Maths	35.9% / 41%	39.7% / 57.3%	29.4% / 55.9%	46.1% / 63.1%	33.9% / 41.1%	34.8% / 47.0%
Progress 8 score average	-0.67	-0.01	-0.46	0.16	-0.65	0.03
Attainment 8 score	32.51	43.95	37.6	47.1	33.1	49.4

*Data TBC when tables checking exercise complete

2. Barriers to future attainment	
In-school barriers:	
A.	Higher volume of low level disruption in comparison to non DP students - 2018/2019 data indicated that DP students received 38.4% more written warnings (WW) than non-DP students). This is a slight reduction from 2017/18 (39%). Positive Discipline data also indicated the following: ISO – Of the 122 students who spent at least 1 day in ISO in 2018/19, 56 were DP students (46%) in comparison to 66 non-DP students (54%) Exclusions – Of the 36 students who received a fixed term exclusion in 2018/19, 25 (70%) were DP students and 11 (30%) were non-DP students.
B.	The average ATL of DP students is lower than that of non-DP students, although the difference in the average scores has reduced from the 2017-18 figures (as illustrated below)... Y7 DP = 4.87, non-DP = 5.01 (-0.14) (gap reduced by 0.10 on 2017/18 data) Y8 DP = 4.86, non DP = 4.93 (-0.07) (gap reduced by 0.24 on 2017/18 data)

	Y9 DP = 4.78, non DP = 4.90 (-0.12) (gap reduced by 0.44 on 2017/18 data) Y10 DP = 4.51, non DP = 4.82 (-0.31) (gap increased 0.06 on 2017/18 data) Y11 DP = 4.57, non DP = 4.85 (-0.28) (gap reduced by 0.16 on 2017/18 data)	
C.	<p>Lower levels of literacy, numeracy and science skills:</p> <p>At KS4 (Based on 2018/2019 data SISRA Analytics, Nov 2019) % achieving English at Grade 4+ indicated that DP students = 48.7% compared with non-DP students = 71.1% % achieving Maths at Grade 4+ indicated that DP students = 51.3% compared with non-DP students = 69.6% % achieving Science at least at Grade 4+ (dual award) indicated that DP students = 47.8% compared with non-DP students = 70.2%</p> <p>At KS3, end of year comparison (2018/19) of EEP/MEP rates were as follows: Year 7 English 47.6% (10.1% increase on 2017/18); (-10.3% compared to non-DP) Maths 57.1% (26.1% increase on 2017/18); (+0.1% compared to non-DP) Science 27.0% (3% decrease on 2017/18); (-26.7% compared to non-DP) Year 8 English 52.8% (1.6% increase on 2017/18); (-2.7% compared to non-DP) Maths 32.1% (7.9% decrease on 2017/18); (-15.8% compared to non-DP) Science 32.1% (6.9% decrease on 2017/18); (-17.9% compared to non-DP)</p>	
D.	Lower levels of engagement in extra-curricular/enrichment activities in school. Parents and carers aren't always aware, or willing, to take advantage of their child's eligibility for DP funding which can place them at a disadvantage to more affluent peers.	
External barriers:		
E.	<p>Low attendance rates in comparison to non DP peers - (2018/19) data indicated that the average attendance of DP students was 92.98%* (0.875% increase on 2017/18) compared with an attendance of 94.6%* whole school Y7-Y11 (2017/2018 = 94.3%, so a small increase of 0.3%).</p> <p><i>*Verified attendance data 2018/2019 TBC upon receipt of LA validated data.</i></p>	
3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased engagement in teaching and learning activities. Reduction in the number of WW for low level disruption which subsequently leads to a reduction in the number of sanctions. Reduction in the number of DP students being in ISO and/or excluded, therefore increasing the number of days DP students spend in the classroom.	<p>The number of WW issued to DP students will be in line with or less than non-DP students.</p> <p>The number of DP students in ISO will be in line with or less than non-DP students.</p> <p>The number of DP students receiving a fixed term exclusion will be in line with or less than non-DP students.</p>
B.	Increased engagement in teaching and learning activities. The progress across the curriculum for non-DP students will be in line with their non-DP peers.	The average ATL of DP students will be in line with or better than non-DP students across the curriculum.

C.	<p>Improve the literacy, numeracy and science progress for DP students</p> <p>KS3 - Aim to diminish the gap in relation to the % of DP v non-DP students making at least expected progress in maths and English.</p> <p>KS4 - Aim to diminish the gap in relation to the % of DP v non-DP students attaining GCSE English, maths and science at Grade 4+.</p> <p>KS4 – Aim to diminish the gap in relation to the % of DP v non DP students attaining a Grade 4+ in a range of subjects across the curriculum.</p>	<p>KS3 – The % of students deemed to be “MEP” (Making Expected Progress) or “EEP” (Exceeding Expected Progress) to be in line with their non-DP peers at the end of the academic year.</p> <p>KS4 - FFT Aspire data will show that the % of DP students attaining GCSE English, maths and science at Grade 4+ improves.</p> <p>KS4 – FFT Aspire data will show that the % of DP students attaining Grade 4+ in subjects across the curriculum will be in line with non-DP peers when the GCSE results are released.</p> <p>The gap for the progress 8 score average will diminish between DP and non-DP peers.</p>
D.	<p>Increased parent/carer awareness of the opportunities created as a result of the Pupil Premium Grant.</p> <p>Increased participation of DP students at the wide range of extra-curricular/enrichments activities offered within the school.</p> <p>Increased engagement of parents at events such as Parents Evenings, Transition events etc.</p>	<p>Increased take up of extra curricular/enrichment activities.</p> <p>The number of DP students taking part in extra-curricular/enrichment activities will be in line with non-DP students.</p> <p>The % of parents of DP students attending parents evenings will be in line with the non-DP parental attendance.</p>
E.	<p>Increased attendance rates for DP students. Aim to diminish the gap between DP and non-DP students.</p>	<p>Reduction in the number of sessions missed. Attendance for DP students is in line with non-DP students and above national average.</p>

4. Planned expenditure

Academic year	2019/2020
----------------------	------------------

Please refer to the information detailed below which demonstrates how HSLC hopes to improve classroom pedagogy, provide targeted support and support whole school strategies in an attempt to narrow the gap between Disadvantaged Pupils and non-Disadvantaged Pupils.

Desired outcome	Chosen action/approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
------------------------	-------------------------------	---	--	-------------------	---

<p><u>Outcome A</u> Increased engagement in teaching and learning activities. Reduction in the number of WW for low level disruption which subsequently leads to a reduction in the number of sanctions. Reduction in the number of DP students being in ISO and/or excluded, therefore increasing the number of days DP students spend in the classroom.</p>	<p>Continuation of the Positive Discipline scheme.</p> <p>Use of weekly data to identify individual students who may benefit from personalised Pastoral Manager intervention. Individual monitoring of behaviour profile/mentoring/target setting and liaison with parents/carers as appropriate.</p> <p>Implementation of an ELSA (Emotional Literacy Support Assisyant) role primarily to support the DP cohort.</p>	<p>The PD system will continue to facilitate improved and increased teaching and learning delivered by teaching staff as they are not distracted by dealing with low level disruption.</p> <p>A decrease in written warnings will lead to a reduction in the number of days spent in red card removal and isolation, leading to more time spent in the teaching and learning environment.</p> <p>Individual pupil interventions are based around tracking PD behaviour profile week on week, supporting improved behaviour and better choices using evidence base of WW and rewards.</p>	<p>A dedicated member of staff assigned to oversee PD.</p> <p>Robust data tracking procedures and analysis of emerging patterns of behaviour at individual and cohort level across identified behavioural areas (eg behaviour, defiance, lates, inadequate work etc).</p> <p>SLT led continual reinforcement of the importance of PD to maintain a school wide high profile and consistent approach.</p>	<p>DA</p> <p>HAC/LR/PV/SR</p> <p>SLT Team</p>	<p>In line with the release of academic review data.</p>
<p><u>Outcome B</u> Increased engagement in teaching and learning activities. The progress across the curriculum for DP students will be in line with their non-DP peers.</p>	<p>“Narrowing the Gap” departmental/ subject bids for PPG projects aimed at improving engagement within their subject or improving progress.</p> <p>Purchase of curriculum wide resources and equipment to support the improvement of engagement, such as Revision Guides, calculators etc. Financing of resources aimed at replicating the educational experience of more affluent students.</p> <p>Deliver of a construction course for Y9 students (2019/2020) 1 day per week Specialist tutor (Andy Goforth), Bishop Burton College.</p>	<p>Potential for improved targeting of intervention as it is identified by the department as a need based upon an analysis of the engagement with learning and progress of a given cohort.</p> <p>Some parents and carers struggle to equip students with necessary basic resources to allow them to engage in line with non-DP peers. For example, basic equipment including pens, bags, uniform etc. Parents and carers aren’t always aware, or willing, to take advantage of their child’s eligibility for DP funding which can place them at a disadvantage to more affluent peers.</p> <p>Ensure curriculum is matched appropriately to the interests of the students and facilitate next steps post 16. Give the students an opportunity to find interest and success in their learning leading to an increased engagement and a subsequent reduction in low level disruption.</p>	<p>Robust bidding process scrutinised by Disadvantaged Champion/Head of Learning Enhancement.</p> <p>Robust monitoring of the impact of any PPG projects (using before and after framework) by Heads of Faculty, dependent upon the bid.</p> <p>Monitor use of DP funding</p> <p>Ongoing vigilance of potential need via pastoral structures as a basis for requesting financial support to meet identified concerns eg. Lack of equipment necessary in order to function in the classroom in line with non-DP peers.</p> <p>Regular liaison with Bishop Burton College and the instructor (Andy Goforth) ensuring that all equipment and resources are available as required. Increased monitoring of wider pastoral issues including monitoring of Positive Discipline data, attendance data etc.</p>	<p>SR/PV</p> <p>PV and Heads of Faculty</p> <p>PV</p> <p>SKE/HAC/Pastoral Team</p> <p>HP/LR</p>	<p>Termly review through discussion with Heads of Faculty to ensure interventions are appropriate and effective and maintain profile of available DP funding to support this programme.</p> <p>Discussed in SLT weekly link meetings.</p> <p>Liaison with the instructor to take place on a weekly basis. Monitoring of impact will take place termly.</p>

<p><u>Outcome C</u> Improve the literacy and numeracy progress for DP students</p> <p>Improve the science progress for DP students.</p> <p>KS4 – Aim to diminish the gap in relation to the % of DP v non DP students attaining a Grade 4+ in a range of subjects across the curriculum.</p>	<p>Staffing structure - team dedicated to overseeing and monitoring DP students and use of funding:</p> <ul style="list-style-type: none"> - Head of Learning Enhancement - Head of Inclusion (SLT) - AHT – Curriculum and Learning (SLT) - Disadvantaged Champion - Part time employment of 3x learning tutors to focus on Y7 “Catch Up”/DP students. - Part time employment of 2x TAs to focus on Y8-Y11 DP students who are identified as under-performing in core subjects <p>Funding of 1x extra teacher in maths, English and science to facilitate smaller class sizes and enable the smaller groups to be timetabled (Nurture Group and Personalised Pathway Group)</p> <p>Use of LAC PPG via the Virtual School to fund targeted 1 to 1 interventions in core subjects across all year groups</p> <p>All DP students included in whole school Y11 Period 6 and attendance monitored. eg Saturday morning tuition.</p>	<p>To ensure targeted monitoring and tracking of this vulnerable group is in place. The restructure will facilitate the introduction of direct SLT involvement and reporting into SLT meetings.</p> <p>To ensure that the DP group is clearly identified and that related issues are understood by school staff collectively and that the profile and needs of this vulnerable group remains high.</p> <p>To have in place appropriate and sufficient resources to meet identified goals for the DP cohort in relation to targeted maths and English interventions and progress.</p> <p>Smaller class sizes will improve learning opportunities by improving staff to pupil ratio.</p> <p>To ensure that the additional funding that is available for this group of learners is accessed and utilised effectively as a means to ensure progress.</p> <p>To make available additional learning opportunities targeted specifically at improving progress and facilitating the inclusion of this group in this extra-curricular opportunity.</p>	<p>Ongoing data analysis to evaluate the progress towards the narrowing gap of the DP students when compared with their non-DP peers.</p> <p>Liaison with HOF to identify individual DP students and DP cohorts who are under-performing leading.</p> <p>Liaison with HOF to identify DP students from the Most Able/Able cohorts to invite to identified MasterClasses across a range of subjects.</p>	<p>HAC/RL/PV/SR Progress Leaders/ HOF</p> <p>PV/SR/HOF</p> <p>PV/SR/HOF</p>	<p>In line with the release of academic review data.</p>
---	--	--	---	---	--

	<p>Extra-curricular learning opportunities in place specifically for DP students, eg Saturday morning tuition.</p> <p>Bespoke small group intervention – Nurture Group (Y7) and Personalised Pathway Groups (Y8/Y9, Y10 and Y11). Nurture Group to have Literacy and Numeracy lessons every day. Further splitting of Nurture Group in Literacy (5 out of 10 lessons) to allow targeted intervention focusing on phonics/reading skills.</p> <p>In class TA to support the access of DP students to in-class quality first teaching/teaching and learning activities where there is an identified need.</p> <p>MasterClass opportunities across a range of subjects for the Most Able/Able DP cohort to be able to access higher order T&L alongside non-DP peers.</p> <p>Investment through the purchase of specific learning materials and resources to support increased engagement and targeted learning. For example, SumDog (maths programme), Read, Write Inc (phonics/reading).</p>	<p>To have in place a bespoke and personalised structure (curriculum and staffing) for students with additional needs who would struggle in mainstream. The small group alongside of a personalised curriculum ensures opportunities for pre-teaching and overlearning which contributes to overall progress.</p> <p>For students identified as requiring a higher level of input and support (as identified by HOF, Progress Leaders and SENCO) there may be a need for in-class TA support to be required to support access to teaching and learning opportunities to support progress.</p> <p>Subject teachers to deliver a range of MasterClasses to a mix of DP and non-DP peers from the Most Able/Able cohorts.</p> <p>To have available appropriate resources to support the curriculum and teaching and learning which will not only engage the students but also support progress through a range of learning styles.</p>			
--	---	---	--	--	--

<p><u>Outcome D</u> Increased parent/carer awareness of the opportunities created as a result of the Pupil Premium Grant. Increased participation of DP students at the wide range of extra-curricular/enrichments activities offered within the school. Increased engagement of parents at events such as Parents Evenings, Transition events etc.</p>	<p>Use of PPG to pay for per-teaching of music lessons and to purchase resources such as musical instruments, sports equipment, learning resources etc required for extra-curricular activities.</p> <p>Funding of staff to support extra-curricular activities in general and specifically for individual pupils as required.</p> <p>Funding of transport for sports/enrichment activities.</p> <p>Funding of the Twilight Bus.</p> <p>Subsidy for school trips to ensure inclusion.</p> <p>Supporting parents and carers to engage with events such as parents evening through an increased level of communication.</p> <p>Supporting parents to 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, for example Transition Family Learning Day.</p>	<p>The employment of a Disadvantaged Champion allows communication home to increase, particularly concerning the availability of and accessing to funding.</p> <p>The continued running of "Narrowing the Gap" projects, as identified earlier, supports students to take part in enrichment activities – improving their experiential learning.</p> <p>The comprehensive transition programme, for example the Y6 family learning day, will allow us to begin communication with parents and carers before they join HSLC in Y7 and to start to develop meaningful relationships.</p> <p>Experiences are essential for accessing the teaching and learning activities in relation to subject.</p> <p>The allocation of funds towards equipment and experiences within school allows DP students to have access to experiences that their non-DP peers might have more readily available to them.</p>	<p>Robust monitoring of which students participate to enable comparison of DP and non-DP students.</p> <p>Robust monitoring of progress in chosen activity, for example Music lessons – working towards grades in a specific instrument.</p> <p>Monitoring of engagement and ATL in extra-curricular activities.</p> <p>Prior to funding being authorised for enrichment activities, HOF/teaching staff to identify and share specific learning outcomes. Introduction of pre/post surveys/questionnaires to monitor the impact as viewed by the student.</p> <p>Format of transition events to be developed and informed by previous parental views.</p>	<p>PV/SR/Heads of Faculty/SLT</p>	<p>Termly reviews.</p>
--	---	---	---	-----------------------------------	------------------------

<p><u>Outcome E</u> Increased attendance rates for DP students. Aim to diminish the gap between DP and non-DP students</p>	<p>Continued employment of an dedicated Attendance Officer</p> <p>Staff in place to support attendance and remove barriers to attendance through direct work with students and families and partner agencies. Ongoing compiling and analysis of attendance data across DP groups as a basis for identifying and addressing concerns.</p> <p>Schoolwide emphasis on attendance and punctuality. For examples, lates included in the PD structure.</p>	<p>There is an investment in resources to support an improvement in attendance as a result of the direct established link between school attendance and academic progress.</p>	<p>Robust tracking and monitoring of attendance on a weekly basis.</p> <p>A proactive approach to addressing concerns identified by the Attendance Officer.</p> <p>Weekly SLT scrutiny of attendance data and allocated member with responsibility for attendance.</p>	<p>GL/HAC/PV/SKE/SLT</p>	<p>Attendance monitoring daily/weekly which will inform follow up actions.</p> <p>Weekly attendance data included in SLT KPIs.</p>
Total budgeted cost					£275631

1. Review of expenditure			
Previous Academic Year:		2018/2019 Total Funding received: £237415 + £28725 c/f	
Desired outcome	Chosen action/approaches	Estimated impact:	Lessons learned
<p>Increased engagement in teaching and learning activities. Reduction in the number of WW for low level disruption which subsequently leads to a reduction in the number of sanctions. (eg isolation)</p>	<p>Continuation of the Positive Discipline scheme.</p> <p>Pastoral Manager intervention/individual monitoring of behaviour profile, mentoring, target setting and liaison with parents/carers as appropriate.</p>	<p>DP students received 38.4% more written warnings (WW) than non-DP students. This is a slight reduction from 2017/2018 (39%).</p> <p>ISO – Of the 122 students who spent at least 1 day in ISO during 2018/2019, 56 were DP students (46%) in comparison to 66 non-DP students (54%)</p> <p>Exclusion s- Of the 36 students who received a fixed term exclusion in 2018/2019, 25 (70%) were DP students and 11 (30%) were non-DP students.</p>	<p>An in-year robust tracking system is now in place and used to monitor variance between DP and non-DP students.</p> <p>The data indicates a disproportionate number of DP students receiving ISO and/or fixed term exclusions. This needs to be addressed to ensure that DP students do not miss a disproportionate number of days that should be spent in the classroom accessing T&L.</p> <p>Pastoral support team to continue to be used in order to bring DP and non-DP students in line with each other in terms of PD statistics.</p> <p>Training of an additional ELSA (Emotional Literacy Support Assistant) to focus primarily on DP students planned for 2019/2020/</p>

Desired outcome	Chosen action/approaches	Estimated impact:	Lessons learned
<p>Increased engagement in teaching and learning activities. The progress across the curriculum for DP students will be in line with their non-DP peers.</p>	<p>“Narrowing the Gap” departmental/subject bids for PPG projects aimed at improving engagement within their subject or improving progress.</p> <p>Purchase of curriculum wide resources and equipment to support the improvement of engagement, such as revision guides, calculators etc.</p> <p>Delivery of a construction course for Y10 students (2018/2019) 1 day a week.</p>	<p>A number of departments delivered projects aimed at improving engagement within their subject or improving progress including: Y7 Rise and Read (English) Y7 NG Read Write Inc reading intervention (5x per fortnight) Y11 Guest speaker performing Romeo & Juliet in song. Y11 Film nights (focus GCSE English texts) Maths Y11 Saturday morning (English/Maths) Y11 Strive for 5 (Pixl event Maths/English) Y7 MFL trip – France Y7 & Y8 – Drama trip/Hull Truck Theatre (Oliver Twist) Y7-Y11 Music lessons (drum, piano, guitar) Y8/Y9 PE trip/Hull KR rugby match Y7-Y9 TA support Drama Club/PE Twilight activities</p> <p>Curriculum wide resources were purchased for DP students including Revision Guides (Maths, English, Science, PE, Music) Y10/Y11 Maths Revision Cards (Corbett Maths) Y9 Maths Scientific Calculators Sumdog Maths Online Resource PE – Kurling equipment</p> <p>Construction course – 1 of the original Y10 identified students continues with the course and is excelling in this area. However, the other students were removed from the course due to a lack of engagement and poor behaviour. This was impacting on the other student being able to engage with this course.</p>	<p>Closer monitoring of the DP spend is required to ensure that all departments have access to funding to support engagement in their subject. Disproportionate amount of funding used on Y11. To improve the impact, there needs to be earlier intervention. Closer monitoring of the impact of DP spend is required. Improved scrutiny of this group of learners by HOF/Progress Leaders.</p> <p>Construction course - It became apparent that this approach did not suit the majority of this group of Y10 students. The intended outcome in relation to improving their behaviour and increasing their range of qualifications did not materialise due to their lack of maturity and understanding of the requirements of the course. Therefore, a younger group of students was identified based on their interests and aspirations around a more practical approach to their studies and a future career in the construction industry. For the 2nd cohort, this commenced in June 2019 (end of Y8) and continues into Y9. There are at least termly formal monitoring visits with the course tutor, along with an informal discussion each week, regarding the progress (including progress towards the qualification, attendance and ATL) of each student. To date, attendance is 100% and the course tutor speaks very highly of the cohort and their engagement with the course. The course offers a range of qualifications (including BTECs and City and Guilds) and is bespoke around the individual abilities and preferences of each student.</p>

Desired outcome	Chosen action/approaches	Estimated impact:	Lessons learned
<p>Improve the literacy and numeracy progress for DP students</p> <p>Improve the science progress for DP students</p>	<p>Staffing restructure.</p> <p>Funding of 1x extra teacher of maths, English and science to facilitate smaller class sizes and to enable smaller groups to be timetabled (Nurture Group/Personalised Pathway)</p> <p>Use of LAC PPG via the Virtual School to fund targeted 1 to 1 interventions.</p> <p>All DP students included in whole school Y11 Period 6.</p> <p>Extra-curricular learning opportunities in place specifically for DP students, for example, Saturday morning tuition (English and maths).</p> <p>Bespoke small group intervention (eg Nurture Group Read, Write Inc programme).</p> <p>In class TA support to support in-class quality first teaching for DP students.</p>	<p>At KS4 (Based on 2018/2019 data SISRA Analytics, Nov 2019)</p> <p>% achieving English at Grade 4+ indicated that DP students = 48.7% compared with non-DP students = 71.1%</p> <p>% achieving Maths at Grade 4+ indicated that DP students = 51.3% compared with non-DP students = 69.6%</p> <p>% achieving Science at least at Grade 4+ (dual award) indicated that DP students = 47.8% compared with non-DP students = 70.2%</p> <p>At KS3, end of year comparison (2018/19) of EEP/MEP rates were as follows:</p> <p>Year 7</p> <p>English 47.6% (10.1% increase on 2017/18); (-10.3% compared to non-DP)</p> <p>Maths 57.1% (26.1% increase on 2017/18); (+0.1% compared to non-DP)</p> <p>Science 27.0% (3% decrease on 2017/18); (-26.7% compared to non-DP)</p> <p>Year 8</p> <p>English 52.8% (1.6% increase on 2017/18); (-2.7% compared to non-DP)</p> <p>Maths 32.1% (7.9% decrease on 2017/18); (-15.8% compared to non-DP)</p> <p>Science 32.1% (6.9% decrease on 2017/18); (-17.9% compared to non-DP)</p> <p>Without the additional staff across the core curriculum class sizes would have been, on average, 10% larger in science; 8% larger in maths and 10% larger in English.</p> <p>The Nurture Group/Personalised Pathway provision has allowed us to continue to offer a fully inclusive curriculum.</p>	<p>In order to develop these provisions moving forwards we will:</p> <ul style="list-style-type: none"> - Look to target all year groups. - Improved monitoring of the progress across all subjects for this group of learners to be carried out by HOF/Progress Leaders. - Widen the range of subject knowledge available / subjects on offer for 1 to 1 tuition. - Personalise the intervention more directly - Personalise the resources to the students needs (drilling down and looking at gaps identified by KS2 results e.g. GPVS) - Monitor individual, time-limited progress measures as opposed to the 'big picture' at the end

Desired outcome	Chosen action/approaches	Estimated impact:	Lessons learned
<p>Increased parent/carer awareness of the opportunities created as a result of the PPG. Increased participation of DP students at the wide range of extra-curricular/enrichments offered within the school. Increased engagement of parents at events such as Parents Evenings, Transition events etc.</p>	<p>Use of PPG to pay for per-teaching of music lessons.</p> <p>Funding of staff to support extra-curricular activities in general.</p> <p>Funding of transport for sports/enrichment activities.</p> <p>Funding of the twilight bus.</p> <p>Subsidy of school trips to ensure inclusion.</p> <p>An increased level of communication to support parents/carers to engage with events such as parents evenings.</p> <p>Transition Family Learning Day.</p>	<p>Tracking of attendance at extra curricular activities during 2018/2019 did not break down the DP v nonDP attendance data.</p> <p>Attendance at parents evenings for DP students remains lower than that of non-DP students. For example, Y11 Parents Evening (Oct 2019) 80% attendance overall, 60% DP attendance.</p> <p>120 students in total attended the Y6 Family Learning Day (Summer Term 2020), of which 22 were DP (18.3%). Current DP representation of</p>	<p>In order to monitor and ensure that DP students are represented at extra curricular events/music lessons etc HSLC needs to improve how this data is recorded in order to ensure that the number of DP students taking part in extra-curricular/enrichment activities will be, at least, in line with non-DP students.</p> <p>The % of parents of DP students attending parents evenings will be in line with the non-DP parental attendance. HSLC has now introduced tracking (for 2019/2020) to ensure that the parental engagement/attendance of parents/carers of DP students at parents evening is at least in line with non-DP students.</p> <p>In addition to alternative methods of communication with parents/carers of DP students, for example email/phone, we need to consider alternative methods of encouraging parents to attend events such as parents evenings. Progress Leaders to continue to liaise with parents prior to the event. .</p> <p>Support to be given to the primary schools to encourage attendance of the DP cohort at the Y6 Family Learning Day in an attempt to increase the % of DP students attending and engagement with the HSLC transition process.</p>
Desired outcome	Chosen action/approaches	Estimated impact:	Lessons learned
<p>Increased attendance rates for DP students. Aim to diminish the gap between DP and non-DP students.</p>	<p>Attendance Officer</p> <p>Student Support Provision</p> <p>Schoolwide emphasis on attendance and punctuality. For example, lates included in the PD structure.</p>	<p>2018/2019 data indicated that the average attendance of DP students was 92.98%* (0.875% increase on 2017/18) compared with an attendance of 94.6%* whole school Y7-Y11 (2017/2018 = 94.3%, so a small increase of 0.3%).</p> <p><i>*Verified attendance data 2018/2019 TBC upon receipt of LA validated data.</i></p>	<p>The utilisation of the attendance officer and the Student Support team has allowed us to start to bring our DP attendance figure broadly in line with our non-DP cohort. Going forwards, the training of an ELSA (Emotional Literacy Support Assistant) during 2019/2020 will be an additional resource that can be accessed by the DP cohort in an attempt to establish any barriers to attendance in school and identify ways to remove these barriers.</p>

2. Additional detail

Breakdown of expenditure for 2018/2019

Support - £134715

Senior Leadership Oversight – Monitoring, reviewing and identifying students falling below expected levels and implementing targeted support.

Student Support – Contribution towards the provision of the unit

Attendance Officer – Tasked with ensuring that PP students's attendance is in line with other students, offering support and assistance to families where necessary

Pastoral Support – Contribution towards the provision

Administration – student monitoring and highlighting intervention requirements. Progress leaders encourage engagement for a range of activities including, attendance at parents evenings, twilight sessions, extra curricular and educational visits.

Y6 Family Day – To begin to supporting PP students and their families before they enter the school

Governors meeting with students – regular meeting with students who need motivating / challenging, or to celebrate success.

P6 additional study support – Y11 students were given the opportunity to attend 16 additional teaching period each day for a 4 week period to support their exam - revision. This was delivered twice throughout the year; the average attendance was 96% for DP students.

SLG 1-2-1 meeting with parents and students – At various points throughout the Y7 to Y11 for example during State of the Nation day in January specifically aimed at Y11 DP Students and during parents evenings for Y10 and Y11.

Additional staffing – to support a range of educational visits and extra curricular activities aimed at replicating the educational experience of more affluent students.

Intervention – £66794

Additional Maths, English and Science Teachers – To reduce class sizes, aiding individual attention and more frequent feedback.

Learning Programmes – Extra Tuition offered to PP students to challenge underperforming or support further progress

SLG Meeting with students and parents

1-2-1 Tuition – Students identified as being under expected progress in English and mathematics at the end of Year 6 were targeted for one-to-one intervention sessions.

Narrowing the gaps project – Departmental/Subject bids for PPG projects aimed at improving engagement within individual subjects and improving progress.

Nurture Group/Personalised Pathways – Small structured teaching groups for students who experience access to teaching and learning difficult for a range of reasons, this facilitates a personalised approach to the curriculum as required.

A range of additional learning opportunities targeted specifically at improving progress at a range of subjects, for example;

Math and English Intervention Y8-Y11 Twilight sessions – students identified as being at risk of falling behind their peers academically were targeted for a number of after school revision sessions in English and maths.

Saturday morning Y11 students – DP students who were identified as being on the 4/5 borderline for English and maths were offered additional, targeted intervention delivered by a subject specialist.

Construction course - Delivery of a construction course for Y10 students experiencing difficulty accessing a full mainstream timetable (2018/2019) 1 day a week.

Enrichment – £32248

Music Tuition – Use of PPG to pay for PERI music lessons and to purchase resources such as musical instruments or required resources, aimed at replicating the educational experience of more affluent students.

Books, material and other curriculum support – Purchase of curriculum wide resources and equipment to support the improvement of engagement such as revision guides, calculators etc, aimed at replicating the educational experience of more affluent students.

Twilight Bus – Contribution towards transport arrangements for extracurricular activities to encourage participation

Educational visits / School Trips support – Individual financial support for DP students to enable access to the wide range of trips and visits on offer in school

£32381 to carry forward to 2019/20

