

Disadvantaged Strategy and Gap Report – 2015/16

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Hadley Learning Community Disadvantaged Pupil Premium Policy and Action Plan

Principles

Every child has a right to equal opportunities whilst at Hadley Learning Community and within the education system as a whole. Despite the fact that each individual student's personal circumstances differ, Hadley Learning Community strives to ensure that all students receive the same high quality education and opportunities during their time at the School. Hadley Learning Community is dedicated to closing the attainment gap between our most deprived pupils and their peers through a variety of methods, one of which is the recently introduced 'Disadvantaged Pupil Premium' which is allocated to students from Reception to year 11.

2015 – 16 funding is set at £935 for children on Free School Meals (FSM), or who has been eligible for FSM at any point in the last 6 years, children who are looked after (LAC) and £300 for any child with a parent in the armed forces, taking the total Disadvantaged Pupil Premium fund to £1.875 billion nationally.

Across the country estimates indicate that this will impact on a further 550,000 pupils with a total funding cost of £1.25 billion, whilst at Hadley Learning Community approximately **348 students 7-11, 39.6%** of our students benefit from this policy. Hadley Learning Community strives to achieve both a rigorous and sustained reduction in the achievement gap between socially disadvantaged students (on the Disadvantaged Pupil Premium register) and their peers. Most importantly, of course, Hadley Learning Community is dedicated to ensuring that this gap is consistently reduced and then these standards are maintained.

Provision

In order to ensure that Hadley Learning Community continues to support all of its students effectively the Governing Body and leadership team have put the following aims:

- To facilitate pupils' access to education
- To facilitate pupils' access to the curriculum
- To provide additional teaching and learning opportunities.
- To provide alternative support and intervention where necessary.

Success Criteria

The success of this policy will be measured by how effectively the School is able to close the attainment gap between socially disadvantaged pupils and their peers. Specific targets will be identified and outlined in the School Improvement Plan. The success criteria for the Disadvantaged Pupil Premium Policy are:

- Ensuring an effective transition for socially disadvantaged students entering the school at any age (although mainly in year 7) both pastorally and academically. This will be evidenced through both academic and pastoral tracking.
- Effective communication with, and support from, parents, carers and other relevant groups in order to facilitate progress.
- Having an effective system to monitor and track Disadvantaged Pupil Premium students at whole school, department and classroom level. This will be evidenced by the tracking systems in place.
- Individual class teachers having ownership of the tracking and support in place for individual Disadvantaged Pupil Premium students in order to personalise their learning as effectively as possible. This will be evidenced on individual tracking sheets and lesson plans.
- The achievement of expected progress by the vast majority of Disadvantaged Pupil Premium students in comparison to their peers. This will be evidenced by academic tracking, and crucially examination results.
- Creating a positive whole School atmosphere in which all pupils' differences are recognised and valued by the community as a whole. This will be evidenced by the integration of Disadvantaged Pupil Premium students into whole School activities e.g. sports team, extra-curricular clubs, School productions etc.

Reporting

It will be the responsibility of the Principal, Headteacher, School leaders, Pastoral staff and the data team to produce a termly report for the Governing Body and Senior Leadership Team to include:

- The progress made towards narrowing the gap by year group, for socially disadvantaged pupils.
- An evaluation of the impact of the different types of support (including the cost effectiveness) provided for these students.

Aim: Promoting Learning

Target: To ensure that all DPP students achieve at least expected progress in the core subjects of maths, English and science.

Action: Targeted small group intervention.

Aim: Promoting Emotional Resilience

Target: To ensure that all DPP students have access to specific pastoral support in order to remove any barriers to their learning.

Action: Each Pupil Premium student (where relevant) to have a dedicated pastoral link.

Aim: An Inclusive Curriculum

Target: To ensure that all DPP students are able to access a variety of appropriate courses to provide them with the relevant skills set for the future.

Action: AC provision is in place, both at HLC itself, and through developed links.

Aim: Closing the Gap

Target: To maintain a rigorous and robust tracking system to monitor and support all DPP students.

Action: Disadvantaged Pupil Premium intervention tracking to be improved, monitored by the SLT and Subject Leads

Disadvantaged Strategy

Aim: To ensure that all disadvantaged students have access to the same high quality learning as their peers and that the attainment gap is consistently reduced in order to allow all students to fulfil their potential at HLC.

Aim: Fulfilling Potential

Target: To ensure that all DPP students have the same provision as their peers.

Action: Curriculum review to ensure all pupils study the most appropriate subjects for their ability.

Aim: Promoting Attendance

Target: To ensure that the attendance of all DPP students is at least in line with school averages.

Action: Attendance Officer tracking PP attendance weekly and supporting students where necessary.

Aim: Smooth Transition

Target: To ensure a smooth transition for all pupil premium students whenever they join HLC.

Action: Summer School to be delivered, aiming to support vulnerable DPP students.

Aim: Promoting Growth Mindsets

Target: To equip DPP students with a 'can do' attitude.

Action: Sessions delivered throughout the year for all staff which will lead to more effective motivation in the classroom.

Action Plan 2015-16

At Hadley Learning Community we currently have **348** Disadvantaged Pupil Premium students on roll (in years 7-11) which is **39%**. This figure is significantly above the national average and as a result presents the school with a number of bespoke challenges. With a range between **60 and 85** pupils within each year group, we are able to consider each of these students on an individual basis in order to most effectively personalise our provision to their needs.

The breakdown is as shown in the table below:

Disadvantaged Pupil Premium Number Breakdown – 2015/16 (Census Data)				
Year 7	Year 8	Year 9	Year 10	Year 11
60	61	76	86	65

** Current Disadvantaged Pupil Premium figure as of June 16: 355

Planned Allocation and expenditure for the academic year 2015-16

- Hadley Learning Community is allocated: **£325,380** for the academic year 2015-2016
- Planned expenditure for academic year 2015-2016: **£400,232**

Historically, the school has had significantly more funding through DPP formula. However, despite the decrease in overall funding the school has remained committed to maintaining successful strategies embedded within HLC working practice.

To make effective use of this funding provision the Governing Body and leadership team have put the following provisions in place:

Please Note: Nearly all of these provisions are also available to any student within the school who needs support, not just disadvantaged pupil premium students and the overall costs of provision made is much higher than this, but we have tried to be as precise as we can on what portion of the funding benefits those eligible for Disadvantaged Pupil Premium in these costings:

Disadvantaged Pupil Premium Strategy	Expenditure Amount	Description	Success Criteria
Accelerated Reader Scheme	4,000	Pupil Premium pupils to take part in the Accelerated Reader scheme across years 7, 8 and 9. This scheme is designed to improve	<ul style="list-style-type: none">• All Disadvantaged learners to make expected progress through reading scheme

		reading and comprehension as measured by an increase in a pupils' reading age.	
Purchase of library stock	5,000	Increase the library stock of titles that would enthruse a passion of reading (Specific focus on KS3 boys)	<ul style="list-style-type: none"> • 10% increase in books signed out of library by disadvantaged learners
TLR Responsibilities within English and maths faculty areas for development of Literacy and Numeracy (39% of staffing costs)	3,396	Two staff teachers with specific responsibilities to prioritise both numeracy and literacy across the whole curriculum. A key focus is to ensure that numeracy and literacy is embedded into the teaching of all curriculum areas and delivered consistently.	<ul style="list-style-type: none"> • Schemes of Learning to have clearly identified numeracy and literacy delivery opportunities identified • Learning walks to demonstrate 'GOOD' literacy and Numeracy practice • Library numbers up by 15% • Reading age intervention to show gap reducing in non ARE readers
TLR post holders for Disadvantaged learners	7,500	All subject areas have a disadvantaged post holder who has TLR 3 responsibilities for ensuring rapid progress of all learners	<ul style="list-style-type: none"> • Minimum closure of in department gap of 5% (3LOP)
Progress tracking (39% Sistra costs and linked software)	1,755	Specific tracking of Pupil Premium students during their transition from primary to secondary school to ensure that they do not fall behind during this crucial period. This is done in tandem by the transition and T&L leads through targeted learning walks. The school has invested in software (SISRA) to track the progress of students across the key stages, identify where learning gaps exist and to inform intervention. This will include, but not necessarily be exclusive to, Pupil Premium students.	<ul style="list-style-type: none"> • Outcome data with clear analysis that leads to effective, high impact intervention
Purchase of Seating plan software (39%)	1,100	Online software to allow teachers to be proactive in the use of seating plans as a teaching and learning strategy. Allowing for greater identification of disadvantaged learners	<ul style="list-style-type: none"> • All classes to have a seating plan demonstrating where disadvantaged learners are placed.

Targeted Intervention (Core subjects)	25,920	Students in English/Maths/Science who are not making expected progress receive additional support within the faculty through qualified staff. These programmes of intervention are six weeks in duration and individual progress is evaluated at the end of the period. Students are then either provided with further support if necessary, or monitored to ensure that progress continues. This will include, but not necessarily be exclusive to, Pupil Premium students.	<ul style="list-style-type: none"> • Closure of in department gap by more than 5% (3LOP)
Reduced Class sizes in E/M/S	87,000	Over staffing by 1 teacher in each subject area to create significantly smaller class sizes to enable additional teacher-student contact to ensure students are able to improve rates of progress	<ul style="list-style-type: none"> • Class sizes below 22 as an average • 4b disadvantaged learners in class sizes of less than 18 • 10% 3LP reduction in gap from start of academic year
Attendance Improvement Officer (39% staffing costs)	5,845	An Attendance Officer has been appointed to oversee the Pupil Premium attendance.	<ul style="list-style-type: none"> • 10% increase in disadvantaged learner attendance • 5% reduction in disadvantaged PA
Alternative Curriculum Provision	15,200	Additional provision for students in KS3&4. We have a programme of long-term work experience placements in place to support students. For students who are at risk of becoming NEET (not in education, employment or training) at age 16, or at risk of permanent exclusion we also fund a small number of additional courses at college or specialist providers. We have brought much of this provision back 'in house' in order to maximise the progress of students. £3,040 per pupil	<ul style="list-style-type: none"> • 10% reduction in disadvantaged NEETS • 100% reduction in disadvantaged learner perm exclusion • 5% reduction in disadvantaged learner fixed term exclusions
Achievement Centre Lead (39% Staff costs + resources)	21,840	Additional provision for students in Years 10 and 11. We have a programme of individual and small group student support for students with	<ul style="list-style-type: none"> • 10% reduction in disadvantaged NEETS

		learning organisation and skills for coursework and examinations, focussed support to move forwards with transition (e.g. visits to colleges, support with arranging work experience). This is for a range of students, but in particular for students with a history of exclusions or learning needs who are at risk of becoming NEET.	<ul style="list-style-type: none"> • 10% increase in 3LP in core subjects for identified disadvantaged learners
Learning support base (39% Staff costs + resources)	39,000	Additional provision for students in years 7, 8 and 9. We have a programme of individual and small group student support for students with learning organisation and skills for life. This nurture/academic provision focus is to prepare low attaining learners with the skills for Key Stage 4	<ul style="list-style-type: none"> • 10% increase in disadvantaged KS3 learners attendance • Significant improvement made during various intervention programmes (Case study evidence as success criteria)
Student Support Managers (39% of staff costs and resources)	37050	5 Student support managers to ensure outstanding pastoral and academic support is provided for students in order that they all achieve success.	<ul style="list-style-type: none"> • 100% reduction in disadvantaged learner perm exclusion • 5% reduction in disadvantaged learner fixed term exclusions • 50% reduction in C3 for disadvantaged learners • Successful referrals to external agencies
Identification of need and allocation of additional support	6000	<p>Where students' families are in financial difficulty , are Looked After Children or students with safeguarding needs the Academy supports half the cost of extra-curricular activities where these are clearly advantageous to the curriculum or the student's social needs.</p> <p>Provision of transport to support the attendance of disadvantaged students can also be put in place. Finally, additional costs from</p>	<ul style="list-style-type: none"> • No learner to be disadvantaged from accessing any aspect of HLC life through financial disadvantage

		the disadvantaged are contributions towards the cost of enrichment.	
Holiday Revision Sessions (39% of staffing + resources + room hire)	13,650	Revision sessions and coursework catch up take place in school holidays to ensure that all pupils have every opportunity to succeed. 3 half terms – EBACC subjects (12 staff) Christmas – EBACC subjects (12 staff) Easter – All subject areas (19 staff) £100 per day intervention	<ul style="list-style-type: none"> • 10% reduction across all subject areas for disadvantaged learners 3LP
Guidance and small group intervention	17,492	Personalised support, including 1-2-1 mentoring from the Leadership Team to develop both the resilience and aspiration of disadvantaged students to maximise their chances of success (Part time Learning Mentor + SLT)	<ul style="list-style-type: none"> • All of 'highest' underperforming disadvantaged learners to have accessed SLT and LM mentoring • 15% gap reduction in 3LP
School funded Family Support Worker	2,000	The Family Support Worker worked with pupils and families to improve their attitudes towards the importance of school.	<ul style="list-style-type: none"> • All 'school' identified HLC families to access support
Raising the Profile of Pupil Premium Students	4,354	TLR post created role to oversee the disadvantaged provision and to ensure outcomes for these pupils are maximised.	<ul style="list-style-type: none"> • Audit that outlines provision in line with this analysis document.
Learning Mentors (TAs)	7,739	Additional provision for disadvantaged learners using our TAs for 1 hour a week. We have a programme of individual student support for students with learning organisation and skills for coursework and examinations, focussed support to move forwards with transition	<ul style="list-style-type: none"> • Detailed minutes with actions following individual meetings with learner
Targeted intervention Maths	12,639	Students in maths who were not making expected progress through extra maths support worked with a qualified English teacher. These programmes of intervention were six weeks in duration and individual progress was evaluated at the end of the period. Students were then either provided with further support if	<ul style="list-style-type: none"> • 10% reduction in subject gap (3LP)

		necessary, or monitored to ensure that progress continues.	
Future Focus (39% of overall cost)	3,120	Disadvantaged learners have full access to careers advice and guidance through regular meetings with independent advisor. Additionally, access to various careers events and support in writing CV's/college applications.	<ul style="list-style-type: none"> • 15% reduction in disadvantaged NEETS
TA Staffing (40% of the 39%)	35,487	18 staff who work with a dual remit of SEND and disadvantaged (60/40). Where data has highlighted disadvantaged underperformance, TAs are directed to support class teacher.	<ul style="list-style-type: none"> • Reduction in C2/C3 (success criteria linked to each group) • 10% 3LP increase in identified student data
Librarian (39% of staff costs)	2,287	Open all day from 8.30 to 5.30pm. Extended hours to promote after school use of library and parental literacy skills.	<ul style="list-style-type: none"> • 10% increase in books signed out of library by disadvantaged learners • 20% increase in numbers during out of school hours
Breakfast/Homework club (39% of staffing costs)	1,588	Computer based provisions to allow extended 'school work' sessions for disadvantaged learners and importantly, the flexibility for our families to engage in employment (7.45am to 8.30am and 3.00 to 4.30)	<ul style="list-style-type: none"> • 20% increase in disadvantaged learners attending morning and after school provision
Lap top Scheme	8,580	Every SEND student receives a lap top to support learning both in class and within the home (% of SEND who are also disadvantaged)	<ul style="list-style-type: none"> • Case study success criteria required
Inclusion room staffing (39% staffing costs)	22,230	Inclusion room for students who alternatively would have been fixed term excluded. This facility is staffed by senior leaders and offers both curriculum delivery and pastoral re-integration strategies.	<ul style="list-style-type: none"> • Fixed term exclusion for disadvantaged learners below national average • 50% reduction in disadvantaged learners accessing the inclusion room more than 3 times in an academic year

Staff CPD	3,000	Bespoke CPD to discuss engagement strategies for disadvantaged learners.	<ul style="list-style-type: none"> • Whole school closing the gap KPI reduction
Educational Welfare Officer (39% staffing)	1,560	Shropshire EWO service to support in house attendance services to reduce the disadvantaged PA figures	<ul style="list-style-type: none"> • 5% reduction in disadvantaged PA learners • All students in decline to be open to legal systems.
Rewards (39% of reward budget)	3,900	Increased reward budget to raise the enthusiasm for learning of disadvantaged students.	<ul style="list-style-type: none"> • 100% of disadvantaged learners achieving above 15 positive logs

Outcomes Academic year 2014-15 and predictions for 2016

Disadvantaged Pupil Premium interventions: A detailed spread sheet identifying every individual student's progress and any intervention provided is kept centrally in the Academy and reviewed every half term by the Key Stage Leaders, Achievement Coordinators, SENCO and Subject Leaders.

Examination outcomes are reviewed to monitor the impact of targeted intervention programmes

Key Performance Indicators	2014 – 15 Outcomes			2015 – 16 Predicted Data		
	Pupil Premium	Non Pupil Premium	GAP	Pupil Premium	Non Pupil Premium	GAP
5xA*-C (Inc E/M)	42.2%	51.0%	8.8%	44.1% (Nat 36.0%)	67.6% (Nat 63.0%)	23.5% (Nat 27.0%)
5xA* - C	50.0%	68.8%	18.8%	60.3%	81.1%	20.8%
Capped Points Score	296.81	318.93	22.12	320.66	350.97	30.31
EBACC	10.9%	15.6%	4.7%	4.4% (Nat 11.0%)	5.4% (Nat 28.0%)	1.0% (Nat 17.0%)
Progress 8	0.26	0.76	0.5	0.77	0.97	0.2
3LP in English	71%	82%	11%	75.0% (Nat 57.0%)	91.0% (Nat 74.0%)	16.0% (Nat 17.0%)
4LP in English	17%	37%	20%	47.1%	57.7%	10.6%
3LP in Maths	61%	80%	19%	61.8% (Nat 49.0%)	85.6% (Nat 72.0%)	23.8% (Nat 23.0%)
4LP in Maths	25%	36%	11%	27.9%	35.1%	7.2%
APS English	37.1	38.5	1.4	38.7 (Nat 34.0)	42.4 (Nat 40.5)	3.7 (Nat 6.5)
APS Maths	34.4	39.0	4.6	35.9 (Nat 32.2)	41.0 (Nat 40.6)	5.1 (Nat 8.4)

Key Performance Indicators	2014 – 15 Outcomes			2015 – 16 Predicted Data		
	Pupil Premium	Non Pupil Premium	GAP	Pupil Premium	Non Pupil Premium	GAP
% Overall absent (Total sessions missed)	6.2%	3.9%	2.3%	Jen (Nat 7.5%)	Jen (Nat 4.3%)	Jen (Nat 3.2%)
Fixed Term Exclusions as % of pupil group	12.8%	2.4%	10.4%	Jen (Nat 16.5%)	Jen (Nat 4.1%)	Jen (Nat 12.4%)