

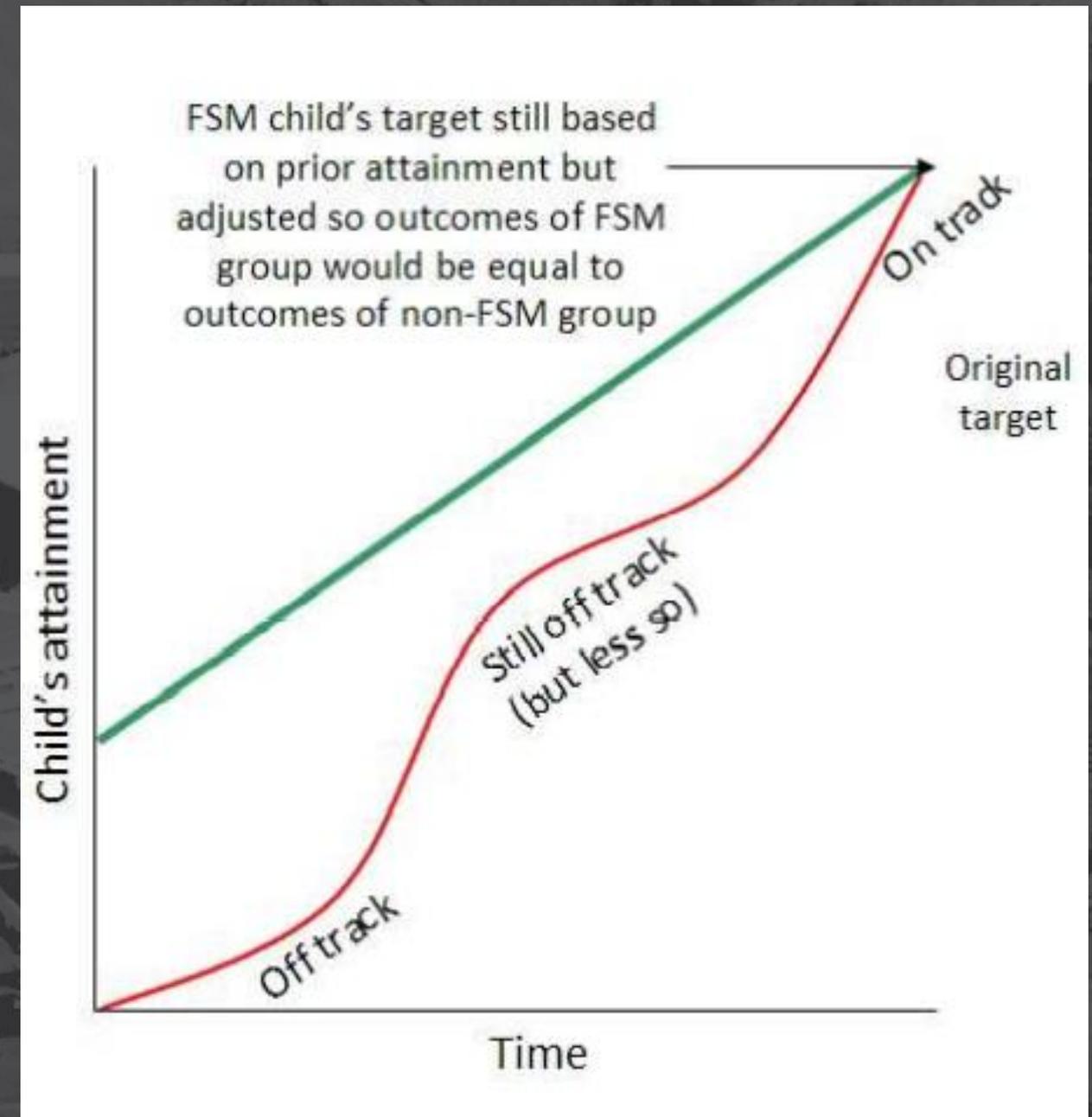
# Why we do the RADY uplift

RADY stands for Raising the Attainment of Disadvantaged Youngsters.

Our curriculum vision is that we are inclusive and ambitious for ALL our students. This means that we want to eradicate unintentionally lower expectations of our disadvantaged learners.

We do this by working with RADY to ensure that the average of the pupil-level targets for disadvantaged children is the same as the average for other children. In other words, our targets for disadvantaged children is such that the average targets for the two groups are the same.

These high aspirations, when coupled with high-quality equitable teaching, targeted academic support and a range of wider strategies, ensures that we are driven to closing the attainment gap for our disadvantaged learners.



# Our Pledge

At HLC, our aim is to eradicate educational disadvantaged by **'levelling the playing field'** for disadvantaged pupils so they have the same opportunities, experiences, support and aspirations as their non-disadvantaged peers, to enable each of them to pursue a successful future. Our HLC strategy is underpinned by the following:

1. Attainment gap of PP students is closed.
2. PP students' lives are enriched.
3. PP students' attendance is in line with non-PP attendance.
4. PP behaviour data is in line with non-PP data.



# Department Level

We commit to:

- Ensuring that we are aware of the gap between disadvantaged and their non-disadvantaged peers with the Department or area of the school
- Ensuring that we know who the disadvantaged are.
- Ensuring that as many disadvantaged students partake in any department-related activities which contribute to cultural capita, e.g. school trips, extra-curricular and monitor attendance.
- Oversee the progress of disadvantaged students in all classes and monitor progress
- Implement timely and effective intervention to close any identified gaps
- Make every effort to identify the barriers to learning of the disadvantaged pupils
- Have disadvantaged students (RADY) as a standing item at every meeting
- Keep up to date information of interventions and evidence of effectiveness of strategies employed
- Develop two case studies per term for disadvantaged students which will include student voice and reviews.

# Teacher Level

We commit to:

- Identify underperformance and implement interventions to address any barriers that may limit the progress of disadvantaged students
- Make every effort to have ongoing dialogue with the parents/ carers of disadvantaged students to promote engagement and progress
- Focus on Quality First Teaching, including HLC teaching and learning strategies such as seating plans, questioning and feedback to bring equality
- Have resources in place to promote academic recovery following any period of pupil absence
- Incorporate any other appropriate strategies that will lead to closing the disadvantaged gap.

# CLOSING THE GAP FRAMEWORK 2021-22

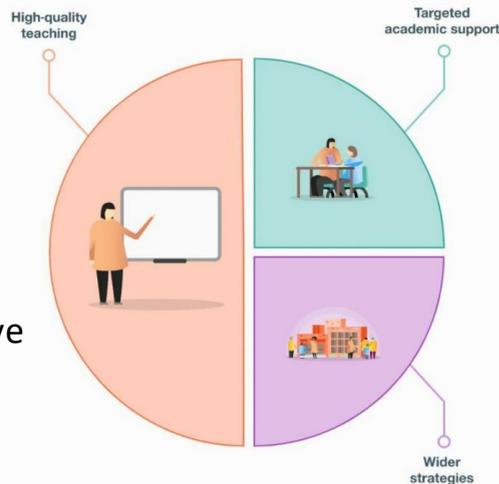
## Mission Statement

At HLC, our aim is to eradicate educational disadvantage by ‘levelling the playing field’ for disadvantaged pupils so they have the same opportunities, experiences, support and aspirations as their non-disadvantaged peers, to enable each of them to pursue a successful future. Our HLC strategy is underpinned by the following: To improve academic outcomes; To enrich the student’s life; To offer quality personal development; To ensure that no hardship will prevent learning.

Raising Attainment Plan (RAP) 2021-22	To ensure that we ‘level the playing field’ for disadvantaged learners and improve their academic outcomes.	Governor	
Leadership:	Daniel Roycroft: Headteacher Caroline Bedford: Deputy Headteacher for Quality of Education Stephanie Brown: Senior Assistant Head Katie Wynne: PP lead	Key Priorities	<ol style="list-style-type: none"> <li>1. Attainment gap of PP students is closed.</li> <li>2. PP students’ lives are enriched.</li> <li>3. PP students’ attendance is in line with non-PP attendance.</li> <li>4. PP behaviour data is in line with non-PP data.</li> </ol>

## HLC PP Strategy – Our Commitment

To ensure that every disadvantaged student succeeds regardless of their starting point or circumstance.



## Termly Focus:

**Spring 2:** Formative assessment and responsive teaching.

**Summer 1:** Literacy interventions based on below SS 85 and 85-110. In class interventions and responsive teaching. School led tuition. Y11 exam preparation.

**Summer 2:** Enrichment and cultural capital.

## Quality Assurance

- Department reviews
- Student surveys
- Student voice
- Learning walks
- Work scrutinies
- Data analysis

Attainment gap of PP students is closed.	Accurate assessment of gaps in learning and needs informs responsive, high-quality, evidence-informed teaching ensures that all disadvantaged students’ attainment and progress is good. Seating plans, coherent curriculum adaptations, marking and feedback are in place. Identification and targeted intervention is in place for underachieving PP students.
PP student’ lives are enriched	Raise aspirations through Aspire to HE, careers support, a wealth of enrichment opportunities, Project Hadley colours and student parliament supporting social mobility.
PP students’ attendance is in line with non-PP attendance.	Monitoring and support of PP students through RAG system with early intervention from Family Liaison Officer, Attendance Officer and EWO to ensure that the attendance of disadvantaged students is prioritised and improved.
PP behaviour data is in line with non-PP data.	Monitor behaviour data using Powerbi to ensure that early intervention (including involving parents in the early stages) is put in place to improve outcomes by reducing poor behaviours from low-level issues to more challenging scenarios.

## Closing the Gap Strategies for improving attainment:

- Strategic seating plans.
- High-quality teaching through ADAPTEd WalkThrus.
- Classroom interventions through responsive teaching.
- Academic mentors and teacher led tuition.
- Breakfast and homework club.
- Hardship fund for uniform.
- Support with trips.
- Parental engagement through family liaison officer.

## Learning Principles – Theoretical Basis

- EEF- PP Guidance <https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>
- EEF – Teaching and Learning Toolkit <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>
- Sutton Trust - Toolkit of Strategies to Improve Learning
- WalkThrus <https://www.walkthrus.co.uk/>