

Disadvantaged strategy statement: Alderman White School (FLO/HOL)

1. Summary information					
School	The Alderman White School				
Academic Year	2017/18	Total disadvantaged budget	£154,805	Date of most recent disadvantaged review (external)	Feb 2015
Total number of pupils	612 (+193 in sixth form)	Number of disadvantaged pupils	171	Date for next internal review of this strategy	Apr 2017
	Disadvantaged pupils school <i>(Current data using 2018 formula with 2017 national data)</i>			Non-disadvantaged pupils national (2017)	
Progress 8 score average	2016 -0.71 / 2017 -0.4 / 2018 -0.1/ 2019 0			+0.11	
English Progress	2016 -0.3 / 2017 -0.5 / 2018 +0.3/ 2019 -0.3			+0.11	
Maths Progress	2016 -0.2 / 2017 -0.6 / 2018 -0.1/ 2019 0			+0.12	
English/Maths	2016 43% / 2017 39.4% / 2018 57%/ 2019 42%			60% (AW) / 49% (National)	

3. Barriers to future attainment	
In-school barriers	
A.	Literacy and numeracy skills, for disadvantaged Year 7 entering Alderman White School, are lower than for non-disadvantaged, which is a barrier to them from making good progress in Year 7 and beyond.
B.	Mid attaining disadvantaged pupils are less motivated to make progress than other mid attaining pupils across year groups.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
C.	Attendance rates for disadvantaged pupils are 92.8 % (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.
D.	Low aspiration of some disadvantaged pupils, including a lack of parental engagement for some.

4.Outcomes	Desired outcomes and how they will be measured	Success criteria
A.	High levels of progress in catch-up literacy and numeracy group for Year 7 disadvantaged pupils.	Disadvantaged pupils in Year 7 make more progress by the end of the year than 'other' pupils so that at 100% meet aspirational expected targets and other pupils still make at least the expected progress. This will be evidenced using accelerated reader assessments and English teacher assessments on snapshot days.
B.	Improved rates of progress across KS3 and KS4 for mid attaining disadvantaged pupils.	Disadvantaged pupils, identified as mid attaining from KS2 levels / raw scores, make as much progress as 'other' pupils identified as mid attaining, across Key Stage 3, so that 75% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments are putting in place class interventions and additional support, monitored by heads of departments (HOD) and senior team.
C.	Increased attendance rates and engagement with extra-curricular programmes for disadvantaged pupils.	Reduce the number of persistent absentees (PA) among disadvantaged pupils to 10% or below. Overall attendance among disadvantaged pupils improves from 93% to 96% in line with 'other' pupils.
D.	Increased parental engagement with school, increased aspirations.	Improve attendance of disadvantaged pupils' parents at school events. Disadvantaged pupils participate in University Programmes. Improve parental engagement including attendance at parents' evenings and academic school events.

Quality of teaching for all students, with a priority for disadvantaged pupils.

A. Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Timeline	Link to HOS plan
Improved Year 7 progress in literacy.	<ul style="list-style-type: none"> • CPD for English teachers and senior TAs on using Accelerated Reader effectively and developing questioning techniques to follow up text reviews. • Small group literacy catch up intervention with TA's for identified students in Year 7. 	<p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment. (Clark 2011; Clark and Douglas 2011) Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status. (OECD, 2002)</p>	<ul style="list-style-type: none"> • Head of English oversees resources and scheme development with SENCO. 	GAD/ SHL	Jan 18 April 18	1.4
ACCELERATED READER AND DEAR	<ul style="list-style-type: none"> • DEAR at the start of each period 5 each day. Disadvantaged pupils read to class teacher and TAs. • All KS3 students have a 50 minute library lesson fortnightly with teacher input into reading skills and strategies. 	<p>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences. (Clark and Rumbold, 2006) ...all cited in: <i>Department for Education (2012) Research Evidence on Reading for Pleasure.</i></p>	<ul style="list-style-type: none"> • Disadvantaged pupils read to the teacher, TA or librarian in each library lesson. Class teacher evaluates data and monitors progress of disadvantaged pupils. • DEAR lead ensures DEAR takes place every day with spot-checks from SLT as part of learning-walks. Each room is equipped with a book box so all students have access to relevant reading materials. 	GAD GAD	Jan 18 April 18 Jan 18 Apr 18	1.12
LEXIA AND SWITCH ON	<ul style="list-style-type: none"> • Focus group of underachieving students undertake LEXIA or SWITCH ON reading activity twice a week before school. • Develop a bank of specific resources to use for follow-up to assess the components of language during lessons • Year 11 disadvantaged students to mentor Y7 disadvantaged pupils to improve reading skills. • School Leaders (students from a variety of years) allocated as tutor buddies to assist with literacy tasks. 	<p>Accelerated Reader has a proven impact on the increase in reading ages. All involved in Accelerated Reader in Y8 increased by +7months from Y7. Disadvantaged pupils increased by +3 months. Whereas, Y7 increased by +8 months disadvantaged pupils increased at higher rate at +5 months. This shows that intervention is beginning to have more impact on pupil progress in reading.</p> <p>Lexia and Switch On have been independently evaluated and shown to be effective in both ours and other schools. All involved in Lexia in Y8 increased by +7.9 months from Y7. Disadvantaged pupils increased by +2.9 months. Whereas Y7 increased by +5.25 months disadvantaged pupils increased at higher rate at 6.8months. This also shows that intervention is beginning to have more impact on pupil progress in reading.</p> <p>Components of language were identified as an area of weakness from moderation. Schools in the English network have successfully trialled this approach.</p> <p>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences. (Clark and Rumbold, 2006) ...all cited in: <i>Department for Education (2012) Research Evidence on Reading for Pleasure.</i></p>	<ul style="list-style-type: none"> • Year 11 disadvantaged pupils given responsibility to manage and co-ordinate reading buddies scheme, overseen by Asst. Head. 	FLO GAD	Jan 18 Apr 18	1.12
NUMERACY	<ul style="list-style-type: none"> • Senior Students mentor Year 7 and Year 8 disadvantaged pupils in Maths skills. • Numeracy Ninja programme introduced to all KS3 tutor periods once per week. 	<p>Evidence that students that read frequently improve their understanding of texts and speed of reading.</p>				

TOTAL COST: £44,759

Quality of teaching for all students, with a priority for disadvantaged pupils.

B. Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Timeline	Link to HOS plan
<p>Improved rates of progress across KS3 and KS4 for mid attaining disadvantaged pupils.</p> <p>DATA</p> <p>TARGET TACKLING TIME</p>	<ul style="list-style-type: none"> Further embedding smart data analysis, through Go4Schools, to identify the more able disadvantaged pupils who are underachieving. Analyse KS2 data to track where more able disadvantaged pupils at entry are now across both key stages and intensively mentor. Further staff training – high quality feedback delivered by SLT with a specific focus on TTT for disadvantaged pupils and embedding good practice. Disadvantaged pupils TTT to be included as part of QA processes in learning walks. English, Maths and Science to devote part of intervention and booster sessions to support high attaining disadvantaged pupils in all year groups. Other subjects to follow. Disadvantaged pupils identified as high achievers at KS2 are evaluated each half term and moved up to higher-attaining sets where appropriate. Individual targeted mentoring for mid-attaining disadvantaged students by staff who receive regular training and feedback. 	<p>It is evident that we need to focus on disadvantaged pupils students at transition and invest them in longer-term change which will benefit and support all pupils.</p> <p>Many different evidence sources (including the EEF Toolkit) suggest high quality feedback and mentoring between students with a two-year age gap are effective ways to improve attainment.</p> <p>Current practice suggests that not all pupils engage in high quality and effective TTT which could be limiting progress.</p> <p>However, good practice <i>does</i> exist and this needs to be shared with other departments.</p> <p>Data suggests that we need to diminish the difference and narrow the gap between disadvantaged pupils and non-disadvantaged pupils. Last year's focus on this particular group led to a significant rise in results in Maths.</p> <p>Current data suggests that these pupils are not always in higher attaining sets and that there is a discernible link between behaviour and/or attendance and setting.</p>	<ul style="list-style-type: none"> KS3 leader and Transition Leader will identify students at entry and use this data to inform groupings. Disadvantaged pupils in Year 7 will be allocated a Year 9 disadvantaged mentor on arrival and meet regularly. KS leaders will link disadvantaged pupils with a two-year age gap and monitor mentoring. SLT will mentor all high achieving disadvantaged pupils at KS4. Embed good quality TTT with disadvantaged pupils as a focus across all feedback lessons. KS leaders and SLT will regularly monitor books of PP students to ensure good practice is effective, embedded and maintained. INSET days will be used to deliver training on effective marking and feedback. Head of Maths, English and Science will co-ordinate specific disadvantaged intervention for those identified as predicted to achieve at a higher level but who are currently under-achieving. KS leaders will identify cohort of high achievers at KS2 and monitor the sets they are placed in with impact. 	HOL/COE	Jan 18 April 18	2.1
				HOL	Jan 18 April 18	1.2
				HOL/ FLO	Jan 18 Apr 18	1.12
				FLO/ HOL	Jan 18 Apr 18	1.2
				ROC	Jan 18 Apr 18	2.4
				GAD/CRA/HAI	Jan 18 Apr 18	2.4
HOL	Jan 18 Apr 18 July 18	1.1				

TOTAL BUDGETED COST: £16,514

ii Targeted support for disadvantaged pupils						
C. Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Timeline	Link to HOS plan
<p>Increased attendance rates and engagement with extra-curricular programmes for disadvantaged pupils.</p> <p>ATTENDANCE</p>	<ul style="list-style-type: none"> Attendance officer to monitor pupils and follow up quickly on truancies. First day response provision. Work closely with Inclusion Leaders through the RAID meetings. Review and evaluate actions and strategies. Maintain clear communication lines between school and home through building of positive relationships. Half-termly attendance assemblies delivered by Attendance Officer and Inclusion Leaders. Make attendance a firm priority in the mind-set of disadvantaged pupils. Recognise and reward success in those who attend regularly. Rewards systems in place – e.g. I-Pad for Christmas, bikes, etc. to encourage and reward good attendance. Home visits led by Attendance Officer and supported by Inclusion Leaders for persistent absentees. Creative use of IMP system to support persistent absentees back to studying. Regular attendance panels for those 'at risk' of becoming a PA. Assertive mentoring to foster positive relationships to monitor and improve attendance. Work closely with professionals and families of DA 'at risk' students to engage them with school. Parent courses to support with engagement with school/education. Team of extra-curricular school student leaders (including representation of DA) so that activities are current and engaging for all. 	<ul style="list-style-type: none"> Good attendance is crucial for increased progress. NFER briefing for school leaders identifies addressing attendance as a key step and evidence shows the clear link between attendance and attainment. Clear communication lines in school and with home is crucial in addressing attendance issues. Good relationships need to exist for this to be a three-way support network. Pupils need to be in school to achieve. Regular attendance leads to improved progress and results and sets students up for their future working life. Pupil Voice shows that students like material rewards. (Alternative Provision offer monetary payments). Prior rewards-led competitions have led to an increase in attendance. Two i-Pads are available and one (if not both) will go to a disadvantaged pupil. Parents and students need to be aware of support mechanisms in place. IMP is shown to have a significant impact on attendance of pupils, especially disadvantaged. 	<ul style="list-style-type: none"> Same day response for disadvantaged targeted pupils who are not in school. Medical evidence to be requested for persistent absentees. Letters sent when unable to establish contact via telephone. Thorough briefing to pupils' key workers about existing absence issues and relevant context. Inclusion Leaders and Disadvantaged Co-ordinator to collaborate and ensure school processes work for both school, home and pupil. Inclusion Leaders to consider reduced timetables in extreme cases, with a return to regular full time attendance as soon as possible. Personalised support and mentoring assigned to each persistent absentee eligible for disadvantaged pupils. Attendance Officer to involve relevant agencies when students fail to attend on a regular basis. Attendance Officer will monitor, recognise and reward students for regular attendance or improved attendance. All tutors will be responsible for monitoring and encouraging attendance of their tutees. Data will be analysed weekly during Tutor Time and QA by Inclusion Leaders. All pupils will be informed via a launch assembly and Tutor Time. Attendance Officer will maintain accurate records of home visits and outcomes. IMP Co-ordinator will review and analyse impact half-termly. 	<p>FLO/HOL FRA</p> <p>PHI FLO/HOL FRA</p> <p>FLO/HOL</p> <p>FLO/HOL LPH MUR</p>	<p>Dec 17 March 18 May 18</p> <p>Dec 17 March 18 June 18</p> <p>Dec 17 March 18 May 18</p> <p>Dec 17 March 18 May 18</p> <p>Dec 17</p>	<p>1.5</p> <p>1.2</p> <p>1.1</p> <p>1.2</p> <p>1.2</p>

ii Targeted support for disadvantaged pupils

C. Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Timeline	Link to HOS plan
Increased attendance rates and engagement with extra-curricular programmes for disadvantaged pupils. ENGAGEMENT	<ul style="list-style-type: none"> Provide daily breakfast for all disadvantaged pupils. Breakfast station run by disadvantaged pupils with staff support. Breakfast bars and free fruit in the Base every day. Making the Base a positive place for all to access. Giving pupils specific duties to support the team. Free Music lessons and free instruments for disadvantaged pupils. Coordinated programme including the new gaming club embedded into the work of the Base, with new equipment sourced from disadvantaged funding. Positive support of disadvantaged students including free equipment, study guides, computer access, printing, etc. across all year groups. All disadvantaged pupils to be informed of their status and support available to them. Rewards system will be updated to make it relevant to G4S and INSPIRE. Pupils in Year 11 will have a subsidised Prom, Year Book and Leavers' Hoodie. Dedicated assemblies for disadvantaged pupils to discuss aspirations or issues relating to being disadvantaged. Reasonable adjustment made for attendance or uniform issues of disadvantaged pupils. Base open before and after school and at all social times with priority to disadvantaged pupils. Enhanced curriculum during social times with disadvantaged pupils given priority to intervention and extra-curricular activities. Personal invitation from members of staff. 'Catch-up cards' to pilot at KS4 so that the completion of missed work is monitored rigorously. Financial assistance with educational visits to ensure participation. 	<ul style="list-style-type: none"> Research shows a strong link between those who do not have breakfast and lower attainment. PP students increase literacy and numeracy skills when calculating prices and recording sales. Students are aware of how to eat healthily and keep themselves well, thereby reducing illness and absence. Research shows that engaging young people in the wider aspects of school life, motivates and encourages attendance. Evidence shows that disadvantaged pupils do not have the same musical opportunities as non-advantaged and we need to diminish the difference. Pupil Voice have requested this activity and many disadvantaged pupils wish to take part. Evidence shows that these pupils often do not have basic equipment and are unwilling to ask for help. Lack of homework has been attributed to no computer access. Supporting the Attainment of Disadvantaged Pupils (Nov 2015) is driving our whole-school ethos of attainment for all, evidenced by the introduction of clear school values (INSPIRE) leading to a Culture of Excellence. Pupil Voice indicates the rewards system needs a re-vamp. PP pupils are requesting footballs, gloves, warm socks, etc. Evidence shows that not all students have attended in the past due to financial constraints and have been embarrassed by that, leading to a fall in attendance and engagement with activities relating to fund-raising. Pupils feel comfortable as a disadvantaged cohort and are able to discuss concerns freely. Some PP students have struggled with uniform in the past, resulting in them not attending school in case they got into trouble. Computers, printers and support are all available and accessible. Students have failed to attend in the past due to non-completion of homework. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Previous evidence suggests that disadvantaged pupils feel less involved and we want this to diminish. Previous evidence shows a significant gap in the number of PP students graduating. 	<ul style="list-style-type: none"> Community Co-ordinator will organise supplies and check that all eligible children and their families are aware of the entitlement. Parents will be sent a letter home from the Inclusion Team. Team will ensure all are welcomed, nurtured and feel supported. Responsibility will be encouraged. New music instruments will be bought and lessons promoted to disadvantaged pupils across all years. Inclusion Team will order and provide pencil cases with all the equipment a non-disad student might access. Pupils will see this as a positive measure to help them be more effective in lessons. Staff notice board and briefings will ensure all staff know who their disadvantaged pupils are. Disadvantaged pupils will order prizes and staff the rewards shop. Parents will be notified via letter and at Parents' Evening of the support available to them. No disadvantaged pupil will be declined a place at the Prom or not receive a Year Book and hoodie. Only disadvantaged pupils will be invited to special assemblies. All members of the Inclusion Team have authority to purchase emergency uniform. All members of the Inclusion Team will monitor progress and provide support. Inclusion Leaders will liaise with staff to monitor engagement of disadvantaged pupils. disadvantaged pupils will receive personal invitations to events and extra-curricular activities. Tutors will support and encourage disadvantaged pupils to graduate each year. 	FLO/HOL/ FRA Inclusion Team FRN FOS FLO FLO/HOL/ FRA FLO/HOL/ FRA FLO/HOL/ FRA	Dec 17 March 18 May 18 Dec 17 March 18 June 18 June 18 Dec 17 March18 May 18 Dec 17 March18 May 18 Dec 17 March18 May 18 Dec 17 March18 May 18	1.6 1.07 1.10 1.09 1.11 1.11 1.11 1.13

ii Targeted support for disadvantaged pupils						
D. Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Timeline	Link to HOS plan
<p>Low aspiration and lack of parental engagement.</p> <p>ENGAGEMENT</p> <p>LINKS BETWEEN BEHAVIOUR AND ENGAGEMENT</p>	<ul style="list-style-type: none"> INSPIRE to be a focus for all staff and students through January: New Year, new start. Praise and postcards home for all disadvantaged pupils. Recognise that for some disadvantaged pupils, Alternative Provision might be an option, leading to an increase in attendance and engagement. Targeted Attitude to Learning intervention for identified disadvantaged pupils. Recognise that some lack of attendance and engagement may be linked to emotional or traumatic events that can only be addressed effectively with trained counsellors or outside support. Identify disadvantaged group for Sutton Scholars and Trent University Programme. Parent courses to support parents and students with the new GCSEs and reporting methods. Regular opportunities/encouragement for conversations about career choices and aspirations embedded across the curriculum. University visit for Year 7 pupils within their first term. Creative use of the IMP to personalise provision so as to meet progress/attainment 8 requirements. Increased use of work experience for KS4 students to help them prepare for the adult world. 	<ul style="list-style-type: none"> Increase in INSPIRE points will have a positive effect on engagement. Often, through no fault of their own, some students struggle in a school setting. Evidence shows that these students have fared better when placed on a successful Alternative Provision placement than they would have done had they stayed in school. Evidence shows us that attendance and engagement (and behaviour) improves when pupils are nurtured and supported regularly. Poor attendance and engagement is likely to be a product of home life as well as school. Evidence shows that aspirational engagement at a young age, leads to more focus on the future later in school. Parent feedback tells us that they feel distant from the new curriculums. Students are unable to verbalise what they plan to do in the future. We need to enable them to consider potential options. 	<ul style="list-style-type: none"> All staff will be briefed before the Christmas holidays and students will have an assembly first day back. Inclusion Teams will monitor and evaluate the distribution of rewards. Inclusion Leaders and Deputies monitor Alternative Provision placements, ensuring they are Ofsted checked and able to engage specific students to achieve. Teaching and Learning Co-ordinator will visit each provision termly to QA teaching and learning. Inclusion Team follow the 'Mentor Me' programme with PP students at KS3 and KS4 to address EBSD issues. Early intervention and support mechanisms put in place and monitored for impact. Regular meetings will take place between the Inclusion Teams and Alternative Pathways Team. Regular parent meetings to ensure concerns and needs are addressed. Every Friday students across all year groups will be given information about potential careers and pathways. Power Points will go live on the school website for parents to access too. 	<p>CAL</p> <p>FLO/HOL MUR</p> <p>ROC</p> <p>FLO/HOL</p> <p>FLO/HOL LAN/ PLI/ HOL</p> <p>COE</p> <p>HOL/FRA/FLO</p> <p>HOL/LAN/ FLO</p>	<p>Dec 17 March18 May 18 Dec 17 March18 June 18</p> <p>Dec 17 March18 May 18</p> <p>Dec 17 March18 May 18 Dec 17 March18 May 18</p> <p>Dec 17 March18 May 18</p> <p>March 18</p>	<p>1.14</p> <p>1.2</p> <p>1.7</p> <p>1.6</p> <p>1.2</p> <p>1.13</p>
TOTAL BUDGETED COST FOR C&D COMBINED: £117,418						