

Disadvantaged Pupils Strategy Statement



1. Summary information					
School	Hornsea School & Language College				
Academic Year	2018/19	Total DP budget	£237415 + £28725 c/f	Date of most recent DP Review	February 2019
Total number of pupils	Y7 to Y11 922	Number of pupils eligible for DP	FSM/Ever 6 233 Service 26 Post-LAC 16 LAC 16	Date for next internal review of this strategy	October 2019

1. Current attainment	2017-18		2016-17	
	<i>Pupils eligible for DP</i>	<i>Non-DP</i>	<i>Pupils eligible for DP</i>	<i>Non-DP</i>
% achieving English & Maths 4+	43%	65%	25%	67%
% achieving expected progress in English / Maths	29.4% / 55.9%	46.1% / 63.1%	33.9% / 41.1%	34.8% / 47.0%
Progress 8 score average	-0.46	0.16	-0.65	0.03
Attainment 8 score	37.6	47.1	33.1	49.4

2. Barriers to future attainment	
In-school barriers:	
A.	Higher volume of low level disruption in comparison to non DP students (2017/2018 data indicated that DP students received 39% more written warnings (WW) than non-DP students)
B.	The average ATL of DP students is lower than that of non-DP students. 2017-2018 data highlights the average ATL by year group: Y7 DP = 4.85, non-DP = 5.09 Y8 DP = 4.68, non DP = 4.99 Y9 DP = 4.45, non DP = 5.01 Y10 DP = 4.66, non DP = 4.93 Y11 DP = 4.57, non DP = 4.85

C.	<p>Lower levels of literacy, numeracy and science skills At KS4 (Based on 2017/2018 data FFT Aspire, Nov 2018) % achieving English at Grade 4+ indicated that DP students = 43% compared with non-DP students = 65% % achieving Maths at Grade 4+ indicated that DP students = 46% compared with non-DP students = 62% % achieving Science at Grade 4+ indicated that DP students = 70% compared with non-DP students = 77% At KS3, end of year comparison of EEP/MEP rates were as follows: Year 7 English 37.5% (-10% on non-DP) Maths 31% (+2% on non-DP) Science 31% (-6% on non-DP) Year 8 English 51.2% (-7% on non-DP) Maths 40% (-2% on non-DP) Science 39% (-6% on non-DP)</p>
D.	<p>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.</p>

External barriers:

E.	<p>Low attendance rates in comparison to non DP peers (2017/2018 data indicated that the average attendance of DP students was 92.8% for the Post LAC cohort and 91.41% for the PP(FSM & Ever 6) cohort compared with whole school Y7-Y11 94.3%).</p>
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3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<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>The number of WW issued to DP students will be in line with or less than non-DP students.</p>
B.	<p>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.</p>	<p>The average ATL of DP students will be in line with or better than non-DP students across the curriculum.</p>
C.	<p>Improve the literacy, numeracy and science progress for DP students 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. 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>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. KS4 - FFT Aspire data will show that the % of DP students attaining GCSE English, maths and science at Grade 4+ is diminished or at least reduced.</p>
D.	<p>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>Increased take up of extra curricular/enrichment activities. The number of DP students taking part in extra-curricular/enrichment activities will be in line with non-DP students. The % of parents of DP students attending parents evenings will be in line with the non-DP parental attendance.</p>

E.	Increased attendance rates for DP students. Aim to diminish the gap between DP and non-DP students.	Reduction in the number of sessions missed. Attendance for DP students is in line with non-DP students and above national average.
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4. Planned expenditure

Academic year	2018/19
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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 (eg Isolation)</p>	<p>Continuation to use the Positive Discipline scheme. 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>The PD system will facilitate improved and increased teaching and learning delivered by teaching staff as they are not distracted by dealing with low level disruption. 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. 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. 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). SLT led continual reinforcement of the importance of PD to maintain a school wide high profile and consistent approach.</p>	<p>DA HAC/LR/PV/SR 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 non-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 Y10 students (2018/2019) 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 via EduKit software programme.</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>.</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>
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<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>Staffing restructure to create 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 1x qualified teacher to focus on Y7 “Catch Up”/DP students. - Part time employment of 4x tutors 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>HAC/RL/PV/SR Progress Leaders/ HOF</p>	<p>In line with the release of academic review data.</p>
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	<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>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), First News literacy materials.</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>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>			
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<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>
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<p>Outcome E 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					£266993

2. Review of expenditure			
Previous Academic Year:	2017/18 Total Funding received: £245896		
Desired outcome	Chosen action/approaches	Estimated impact:	Lessons learned
Reduce the number of behaviour points and number of hours spent isolated for DP students.	<p>The introduction of the new Positive Discipline scheme.</p> <p>Pastoral support</p> <p>Mentoring scheme for younger students</p>	<p>Evaluating the impact of Positive Discipline on the number of behaviour points is difficult given that the system was new for 2017-18 thus no year-on-year data is available, Comparison of DP and non-DP data can be used as an indicator of the impact:</p> <p>The average number of Reward Stamps for non-DP students was 1,196 across the year, the average for DP students was 1,084 (approximately 10% lower).</p> <p>The average number of Written Warnings for non-DP students was 28, the average for DP students was 39 (approximately 39% higher).</p>	<p>In-year tracking system is to be set-up and used to monitor variance between DP and non-DP students.</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>

Desired outcome	Chosen action/approaches	Estimated impact:	Lessons learned
<p>Improve the literacy and numeracy progress for students eligible for DP funding as reported at the end of Year 7 and Year 8.</p>	<p>1-2-1 Tuition in Year 8</p> <p>Nurture Group</p> <p>Additional Teachers (Maths / English / Science)</p>	<p>End of year comparison of EEP/MEP rates were as follows:</p> <p>Year 7</p> <p>English 37.5% (-10% on non-DP)</p> <p>Maths 31% (+2% on non-DP)</p> <p>Science 31% (-6% on non-DP)</p> <p>Year 8</p> <p>English 51.2% (-7% on non-DP)</p> <p>Maths 40% (-2% on non-DP)</p> <p>Science 39% (-6% on 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 provision has allowed us to offer a fully inclusive curriculum – the specific impacts of this have been documented.</p>	<p>In order to develop these provisions moving forwards we will:</p> <ul style="list-style-type: none"> - Look to target more than two specific year groups with regards to intervention. - Widen the range of subject knowledge available / subjects on offer for 1-2-1 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) - Investigate and use more modern and engaging resources - 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>Improve access to funds available for DP-eligible students. Improved communication with parents/carers to highlight the support which is available to DP students within the school</p>	<p>Provision for subject specific "Narrowing the Gaps" projects</p> <p>Disadvantaged Champion</p> <p>Financing of resources aimed at replicating the educational experience of more affluent students (experiential learning / oblique enrichment activities)</p> <p>Year 6 'Family Learning Day'</p>	<p>The employment of a Disadvantaged Champion allowed communication home to increase, particularly concerning the availability of and access to funding.</p> <p>There were a number of "Narrowing the Gap" projects which ran allowing students to take part in more oblique enrichment activities – improving their experiential learning.</p> <p>The Year 6 Family Learning day allowed us to begin communication with parents before they joined us in Year 7.</p> <p>The allocation of funds towards equipment and experiences within school allowed DP students to access experiences that their peers might have more readily available to them.</p>	<p>What is clear moving forward is that, in order to improve rigour and accountability, initiatives such as these need:</p> <ul style="list-style-type: none"> - To be tracked and evaluated more consistently - To be quantitatively tracked against academic performance and/or experiential learning - To introduce pre- and post- surveys and questionnaires for students to further evaluate impact and further justify allocation of funds.
Desired outcome	Chosen action/approaches	Estimated impact:	Lessons learned

Increased attendance rates for pupils eligible for DP.	Attendance Officer Student Support Provision	2017/2018 data indicated that the average attendance of DP students was 92.8% for the Post LAC cohort and 91.41% for the PP(FSM & Ever 6) cohort compared with whole school Y7-Y11 94.3%). We had a better than average % attendance figure for Year 11 (when compared to National).	The utilisation of the attendance officer and the Student Support team has allowed us to bring our DP attendance figure broadly in line with our non-DP cohort. Going forwards, we will look to track the different groups of DP students individually (e.g. FSM / Ever 6 / LAC) so that we can target support more specifically and improve attendance across all vulnerable groups.
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3. Additional detail

Breakdown of expenditure for 2017/18:

Support - £126574

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

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 – During State of the Nation day in January specific ally aimed at Y11 DP Students

English specialist weekend work – Y11 students that were identified as requiring extra tuition to achieve expected grades.

Intervention – £62144

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 7 were targeted for one-to-one intervention sessions.

Narrowing the gaps project – An initiative to encourage students to participate in extracurricular activities that makes funds available to departments for create their own subject project for any year group Y7-11 aim primary at DP students.

Nurture Group/Personalised Pathways – Supporting learners who struggle to access the mainstream curriculum, promoting their wellbeing and achievement.

Math and English Intervention Y10 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 in order to better prepare them for their final year.

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.

Enrichment – £28454

Music Tuition – Extended provision to encourage DP students to engage

Books, material and other curriculum support – To make available funds to support students by contributing to the cost of materials, resources and learning provisions.

Twilight Bus – Transport arrangements for extracurricular activities to encourage participation

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

£28724 to carry forward to 2018/19