

Disadvantaged Pupils Strategy Statement



1. Summary information					
School	Hornsea School & Language College				
Academic Year	2017/18	Total DP budget	£249100	Date of most recent DP Review	14/09/2017
Total number of pupils	913 (7-11)	Number of pupils eligible for DP	282 (31%)	Date for next internal review of this strategy	10/09/2018

2. Current attainment		
	<i>Pupils eligible for DP</i>	<i>Pupils not eligible for DP</i>
% achieving 5A*(9) – C(4) incl. EM (2016/17 only)	28.2%	58.2%
% achieving expected progress in English / Maths (2016/17 only)	33.9% / 41.1%	34.8% / 47.0%
Progress 8 score average (from 2016/17)	TBC	TBC
Attainment 8 score average (from 2016/17)	31.76	47.68

3. Barriers to future attainment	
In-school barriers:	
A.	Average behaviour points for students receiving DP funding is higher than that of their peers. This means there will be fewer opportunities for learning to take place.
B.	Numeracy and literacy skills for students in KS3 are lower for pupils eligible for DP than for other pupils, which prevents them from making good progress through to KS4 (Year 9).
C.	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:	
D.	Attendance rates for DP students fall from 95% in Year 10 to 89% in Year 11. This is the equivalent to 10 days of learning lost at the most crucial point in their time at HSLC.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Reduce the number behaviour points and number of hours spend isolated for DP students.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). The introduction of the new Positive Discipline system will be used to pursue this objective.
B.	Improve the literacy and numeracy progress for students eligible for DP funding as reported at the end	The percentage of students deemed to be "MEP" (Meeting Expected

	of Year 7 and Year 8.	Progress) or “EEP” (Exceeding Expected Progress) to be in-line with their non-DP peers at the end of the academic year.
C.	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.	An increase in the number of DP-eligible students who access the in-school funding available to them.
D.	Increased attendance rates for pupils eligible for DP.	Overall attendance among pupils eligible for DP in Year 11 improves from 90% to 95% in line with the expected minimum.

5. Planned expenditure

Academic year **2017/18**

The three headings below enable schools to demonstrate how they are using the Disadvantaged Pupils to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Reduce the number of behaviour points for DP students.	The introduction of the new Positive Discipline scheme.	The implementation of the scheme in other schools nationally, including at the nearby Cottingham High School, has seen the number of “low level disruption” behaviour-related incidents reduce dramatically. This will increase the amount of time spent learning which will have a positive impact on the attainment of DP students.	The introduction of the scheme is being overseen by the Assistant Head in charge of behaviour. Data for the scheme will be monitored and analysed by LR.	SG/DA	At each academic review cycle. Evaluating the successfulness of the new system at the end of the academic year.
A. Reduce the number of behaviour points for DP students.	Pastoral support	Having a robust and well-qualified pastoral support team will ensure that any behaviour-related issues are dealt with effectively to the benefit of all students, including those eligible for DP funding.	Provision of additional pastoral support to promote student achievement, including a discrete Pastoral Manager with responsibility for LAC welfare and support. Data will be reviewed with governors with LR/SR.	SLT	June 2018
A. Reduce the number of behaviour points for DP students.	Mentoring scheme for younger students	A trial was run at the end of last year where DP students who were showing negative behaviour tendencies were mentored by older students who had been through similar difficulties earlier in their school life. This was found to benefit the behaviour of both students.	Scheme will be managed and overseen by a member of the Student Support team with experience in running previous, successful mentoring schemes.	SK	At the end of each term. Full review in June 2018.

C. Improve access to funds	Provision for subject specific "Narrowing the Gaps" projects	Funds are available for departments to create their own subject specific project for any year group 7-11 aimed at narrowing the gap in their subject area. This has been trialled over the past couple of years and has shown an increase in the number of DP students taking part in extra-curricular activities.	Applications for funding will be made formally with a requirement that at least 50% of students involved in bespoke projects are eligible for DP funding. There will be a mid-point review of each schemes effectiveness. SR to oversee implementation of programme and report to LR.	Heads of faculties	January 2018. Full evaluation in June 2018.
D. Increased attendance rates for pupils eligible for DP.	Attendance Officer	The attendance officer is tasked with ensuring that PP students' attendance is in line with other students, offering support and assistance to families where necessary.	Data will feed directly in to the independent monitoring of students eligible for DP-funding which will be reviewed after each Academic Review in order to highlight attendance issues. Letters about attendance to parents / guardians.	GL	After each academic review.
A; B; C; D	Student Support Provision	The Student Support department have a pivotal role to play, not only with LAC and post-LAC students, but in the management and oversight of any students who are both DP and have pastoral needs which are catered for by the team.	The contribution to the employment of the Student Support Manager will ensure that the team is organised well, data and records are accurately maintained.	HC	June 2018
Total budgeted cost					156170
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Improve the literacy and numeracy progress within Year 7 and Year 8	1-2-1 Tuition in Year 8 / Year 7 Saturday Morning Club	Students will be targeted in Year 8 in order to narrow the gap to their peers before they start their GCSE courses. Some 121 tuition will be offered to students in Year 11 who agree the need to do so. There will be a "Saturday Morning Club" set up in Year 7 to help students that require intervention at an earlier stage.	Employment of a dedicated tutor (as opposed to smaller chunks of intervention being offered at unstructured intervals).	CS	After each academic review.

C. Improve access to funds	Disadvantaged Champion	Creation of a TLR-post for the school's "Disadvantaged Champion" who will have oversight of the implementation of DP strategies throughout the year. This will ensure that there is coordination over all aspects outlined in this report.	The Disadvantaged Champion will report to the Director of Academic Progress to ensure that all decisions made are focused on raising the attainment of DP students.	LR	Each half term.
C. Improve access to funds	Financing of resources aimed at replicating the educational experience of more affluent students including Music Tuition; Books, materials and other curriculum support and access to the Twilight Bus service	To make available funds to support students by contributing to the cost of materials where required, reward trips to encourage participation, award evenings and to purchase resources to enhance the learning provision.	Some funding will be set-aside and ring-fenced specifically for these resources to ensure that DP students will have access to opportunities afforded to their more affluent peers.	DK/WG	
B. Improve the literacy and numeracy progress within Year 7 and Year 8	Nurture Groups	To make available funds to enable the running of a 'Nurture group', allowing students who struggle to access the mainstream curriculum a chance to progress in line with their peers. Historically there is a high proportion of DP students within this group.	Some funding will be set-aside and ring-fenced specifically for this group to run throughout the academic year.	HKA; PV	June 2018
Total budgeted cost					64000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Improve access to funds	Administration Support	The implementation of Positive Discipline and administration associated with DP projects outlined above will require dedicated administration time to ensure they are implemented effectively.	A member of the finance team will be remunerated so that there will be dedicated administrative support for the projects outlined.	DK	Ongoing.
B. Improve the literacy and numeracy progress within Year 7 and Year 8	Additional Maths, English and Science Teachers	To reduce class sizes, aiding individual attention and more frequent feedback, key contributing factors in student progress.	Work with the timetable co-ordinator to ensure that, where possible, class sizes for English, Maths and Science are below 30 students.	OS	As part of internal appraisal process.
Total budgeted cost					37000.00

6. Review of expenditure			
Previous Academic Year		2016/17 Total Funding received £249740	
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
To maximise PP students' achievements in Maths and English, and across the curriculum.	Use of Sound Training course; Saturday morning tuition in English and maths for Year 11 students	The Sound Training course was evaluated by LR at its conclusion. Whilst the company did provide 'evidence' to suggest that the students' reading ages had improved (though not by as much as initially expected) – students said that they didn't feel any better equipped to access worded questions, although they might be able to "sound them out" better. The Saturday morning tuition students performed well in their GCSE's although attendance dipped to the point of 4/5 'regulars' after the first few weeks.	LR concluded that, for the expensive nature of the Sound Training course, it was felt that the funds could be better used in order to improve achieves in English – this has been tasked to the Disadvantaged Champion for this year. Whilst the Saturday tuition was a success, attendance rates need to improve in order to maximise the potential for DP-eligible student progress.
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
To narrow the gap within school of student attainment		There were a number of strategies undertaken during the 2016-17 academic year which can be found in the "Looking Ahead" report (this style report supersedes this). Unfortunately, the gap remains wide when comparing DP and non-DP attainment. It does appear that the more 'academic' nature of the papers has further disadvantaged some students – considering that the average KS2 entry score for DP students is lower than that of their peers.	The Disadvantaged Champion has been tasked with researching and implementing strategies which will help DP students cope with the more academic nature of the reformed GCSE specifications – this, of course, will be beneficial to the wider school environment as well.
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
To support PP students both emotionally and academically To widen students' cultural experience.	Access to funding for trips; revision resources; Music lesson	This continues to be a strength of HSLC. Many of the projects we fund continue to have a positive impact on our students' well-being and emotional development.	Whilst these schemes are set to continue, all those involved with the provision of DP funding must not become complacent about their availability or effectiveness. Again, the Disadvantaged Champion is going to investigate ways in which we can stretch our funding to offer even more life-enriching experiences for DP eligible students.

7. Additional detail

Breakdown of expenditure for 2016/17

Support - £117972

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 DP students' 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 DP 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 over 95%.

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.

Contribution to attendance at Pixl conferences – Focusing on DP students and narrowing the gap.

Intervention - £87357

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 with CS.

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. Examples of activities – Textiles club, Mangahigh, Creative writers, Coding club, F24, Targeted Peer support.

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

Sound Training – To improve the reading age and decoding of complex vocabulary with the aim of supporting exam technique

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.

Friday evening / 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 – £49500

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

Summer School – DP students invited to take part in a week long summer school to encourage them to buy in to the culture and ethos of the school before they joined us in September.