



THE BISHOPS' BLUE COAT CHURCH OF ENGLAND HIGH SCHOOL

Disadvantaged Students Policy

Is this policy statutory?	No
Review period	3 Years
Date of approval	September 2019

Context

The Pupil Premium Grant (PPG) was introduced in April 2011 for students from deprived or disadvantaged backgrounds. Research suggests that these students underachieve in comparison to their non-deprived counterparts and this underachievement is widely referred to as 'the disadvantaged gap'. The indicator used by the government to determine eligibility is known as 'Ever 6' - students who are or have been entitled to Free School Meals in the last 6 years - and is derived from census data. The Pupil Premium 'register' is updated annually, and it is up to the school to keep abreast with students who come into and leave the school so that they benefit from the additional funding.

Objectives

1. We will ensure that the funding benefits those students for whom it is intended.
2. We will ensure that the funding makes an impact on the educational outcomes of these students.
3. As necessary, we will ensure that the funding provides additional support to improve the progress and achievement of disadvantaged students.
4. We will closely monitor the impact of the strategies put in place so that the 'gaps' are closed across all year groups, ability ranges and sub-groups.
5. We will ensure disadvantaged students can access the same educational opportunities as their non-disadvantaged peers.

Identifying

Each year, after the January census data has been validated, the 'new' register is accessible. The data manager will download the data in the summer term (start of July) of each academic year, ready for the new Autumn term, the following September. The transition process will ensure we know who the incoming FSM and disadvantaged students are. Data will be accessible via SIMS and 4 Matrix.

Providing

It is expected that each classroom teacher identifies in their class lists, registers and seating plans *who* their disadvantaged students are and uses the passports created for these students to know, nurture and inspire them in their learning and endeavours. Once identified and known, staff will monitor this group and apply the '*Disadvantaged First*' strategy in their teaching and learning:

Disadvantaged *first...*

- INSPIRED**
- 1. Support** as 'go to' students
 - 2. Mark and feedback** in greater detail - *positive* but *challenging* dialogue
 - 3. Adapt and personalise** lessons using the disadvantaged passports
 - 4. Learn through reflection** with DIRT, prior-knowledge, metacognition
 - 5. Listen to and like them** - build and foster positive relationships
 - 6. Showcase of** their learning e.g questions, model answers, peer mentors
 - 7. Target** small and manageable pieces of work in a lesson to break it down
 - 8. Engage** through growth mindset and positive language
 - 9. Praise** in public, reprimand in private, parent communication
 - 10. Strive** for scholastic excellence through high expectations, BESt, catch up
- NURTURED**
- KNOWN**



1. Support	KNOW YOUR CLASS SHEETS & BISHOPS' 10	IN-CLASS SUPPORT	STRETCH & CHALLENGE
2. Mark and feedback	DIALOGUE	TASK/TARGET-DRIVEN	RWCM
3. Adapt and personalise	PASSPORTS	PERSONALISE	WIFM
4. Learn through reflection	DIRT	PEER & SELF ASSESSMENT	RETRIEVAL OF KNOWLEDGE
5. Listen and like	HIGH EXPECTATIONS	POSITIVITY	COLLABORATIVE WORK
6. Showcase	QUESTIONING	ROLES AND RESPONSIBILITIES	MODEL THEIR WORK (feedback sheets, displays, work)
7. Target	CHUNK	SMART TARGETS	MINI PLENARIES
8. Engage	PRE-LEARNING	GROWTH MINDSET	STUDENT LEAD-LEARNERS
9. Praise	REWARD SCHEMES	PARENT PARTNERSHIP	RESTORATIVE JUSTICE
10. Strive	INDEPENDENCE	RESILIENCE	METACOGNITION

The provision for our disadvantaged students must be shared across the entire staff body:

Role	Responsibility
Governors	To hold the school to account for narrowing gaps for this group and ensuring the funding has impact
Head teacher	To embed the culture of 'Disadvantaged First', in line with our vision and ethos
Disadvantaged students Lead	To lead on the graduated approach, as applied to this group To lead the team around disadvantaged students To identify underachievement and gaps and set up effective systems to track this To support staff in closing the gap, where appropriate To manage the PPG and spend money so that there is high impact To evaluate the efficacy of the PPG expenditure
Progress Leads	To monitor and track disadvantaged students in a specific year group To support teaching and learning of this group To plan interventions to close the gap To deliver small programs to raise the aspirations of individuals in this group
Year Leads	To provide wrap around support for the most vulnerable disadvantaged students To monitor students and intervene accordingly
Pastoral Support Officers	To improve the attendance of disadvantaged students
Subject Leads	To ensure the 'Disadvantaged First' strategy is consistent across departmental teams To monitor and track disadvantaged students and plan to close the gap
SENDCo	To monitor students who also have SEN, and intervene accordingly
Classroom teachers	To 'know, nurture and inspire' each individual within this group To ensure gaps in attainment and achievement are closed by effective quality first teaching
Form tutors	To 'know, nurture and inspire' each individual within this group

Examples of best practice can be seen by accessing the [EEF toolkit](#); tried and tested best practice starts in the classroom. This has influenced the school's 'Disadvantaged First' strategy. Research tells us that the lowest cost strategies are often the highest impact: behaviour management, collaborative learning, feedback, homework, mastery learning as well as the likes of one-to-one tuition, language development and reading comprehension. These high impact strategies should be the main strategies employed to close the gap and all come under the umbrella of 'Quality First Teaching'.

Monitoring

The team around disadvantaged students will meet fortnightly to discuss the progress of this group and individual students within it, routinely modifying practice as necessary. Subject and pastoral teams will meet termly to review the impact of quality first teaching and interventions and plan next steps in improving the quality of education for this group. The educational outcomes of the students will be tracked over an academic year and through their 5 year journey, to ensure early intervention maximises the impact of the funding.

Measuring impact

Where useful and relevant: Observe intervention teachers, external providers, mentoring sessions, students in their classroom environment to determine the extent to which the strategy in question has impact. The funding will be audited, provision mapped and tracked so that the effectiveness of the school's use of the grant can be evaluated. This will be held in SIMS.

Reporting

There will be a Disadvantaged Students report on the school's website at the start of each academic year which reviews the impact of the funding of the previous year.

Outcomes

- Improved progress and attainment of our disadvantaged students
- Improved curriculum engagement of our disadvantaged students
- Improved literacy of our disadvantaged students
- Improved aspirations of our disadvantaged students
- Improved confidence of our disadvantaged students, in line with the school's ethos of 'Known, Nurtured and Inspired'