



THE BISHOPS' BLUE COAT CHURCH OF ENGLAND HIGH SCHOOL

Disadvantaged Students Policy

All of the policies that shape our lives and daily practice at Bishops` are informed by our Christian vision and values: to know, nurture and inspire our students to be the best version of themselves, so that they can live 'life in all its fullness'

(John 10:10)

Is this Policy Statutory?	Yes
Review Period	Every 3 years
Date Approved	September 2022
Committee	Students

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Statement of Intent

Our vision statement states that:

The Bishops' Blue Coat Church of England High School is an exciting place to be. We know, nurture and inspire our community to be the best version of themselves through a better understanding of the Christian faith, and a rich set of opportunities that support and challenge our learners, so they are equipped to succeed. Through their engagement in society at Bishops and beyond, students make a positive difference through their wise action and a sense of responsibility. Our students' initiative, drive and resilience will enable them to flourish and live 'live in all its fullness'. (John 10:10)

We are called to pursue social justice, showing love for the disadvantaged, marginalised and vulnerable. Through knowing our disadvantaged students, we can remove barriers through wise pedagogy and teaching and learning, transformational pastoral care, and wise allocation of resources to nurture and enable progress.

Context

The Pupil Premium Grantⁱ (PPG) was introduced in April 2011 for students from deprived or disadvantagedⁱⁱ backgrounds. Researchⁱⁱⁱ suggests that these students underachieve in comparison to their non-deprived counterparts and this underachievement is widely referred to as 'the disadvantaged gap'^{iv}. The indicator used by the government to determine eligibility is known as 'Ever 6'^v - 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

Known

1. We will ensure that the funding benefits those students for whom it is intended, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs.
2. We will prioritise the attendance of disadvantaged students for continuous improvement, with high expectations of punctuality.

Nurtured

3. We will use the funding to provide additional support to improve the attendance^{vi}, attainment and achievement of disadvantaged students through Quality First teaching and tutoring^{vii}, effective intervention programs, representing value for money
4. We will communicate and partner with our stakeholders to provide wrap around support.
5. We will prepare disadvantaged students for their next stage of education, employment, or training and to gain qualifications to help them realise their potential and aspirations.
6. We will ensure a rigorous reading program to develop disadvantaged students' confidence in and enjoyment of reading.

Inspired

7. We will design an ambitious curriculum, to give disadvantaged students the knowledge, including cultural capital, they need to take advantage of opportunities, responsibilities, and experiences in later life.

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 that the school knows who the incoming FSM and disadvantaged students are. Data will be accessible via SIMS and 4 Matrix. Satchel One connects to SIMS to ensure that all teachers are aware of disadvantaged students and students with SEND to support their planning of Quality First teaching/tutoring.

Providing

Our 'Disadvantaged First' strategy permeates every area of school: attendance, teaching & learning, personal development, pastoral care, and parent partnership. The strategy for this group is clear – that what we do, we do with disadvantaged students in mind *first*: We intervene when attendance drops first and earlier, we provide effective feedback first, ensure opportunities are equally available to these students first. A simple but effective strategy, shared by everyone.

Therefore, the provision for our disadvantaged students is shared across the entire staff body, across all areas of school life. Our curriculum principles of dignity and respect, hope and aspiration as well as knowledge, wisdom and skills are applied keenly and *first* to this group.

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 team	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 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 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 to support attendance and positive attitudes to learning.

Quality First Teaching

In the classrooms of the best teachers, students learn at twice the rate they do in the classrooms of average teachers – they learn in six months what students taught by the average teachers take a year to learn. And in the classrooms of the least effective teachers, the same learning will take two years. Moreover, in the classrooms of the most effective teachers, students from disadvantaged backgrounds learn just as much as those from advantaged backgrounds, and those with behavioral difficulties learn as much as those without.” Wiliam (2010)^{viii}

Examples of best practice can be seen by accessing the EEF toolkit^{ix}; tried and tested best practice starts in the classroom. This has influenced the school's 'Disadvantaged First' strategy. Research^x 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'.

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 as they focus on the Teaching and Learning priorities. Know Your Class Sheets will form the basis for action planning.

Regular reminders of our approach to supporting Disadvantaged Students (Disadvantaged First) will be shared with staff through our CPD Schedule, our weekly IGNITE briefings and through online DF prompts which provide a fortnightly focus to keep QFT at the forefront of all we do. Teaching & Learning Priorities take a Disadvantaged First approach.

Quality First Tutoring

For the most vulnerable students, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. Quality first tutoring includes fortnightly attendance briefings updating tutors on the attendance of their disadvantaged students. Tutors will have regular communication with parents/carers regarding attendance and removing barriers to attending school. Pastoral and attendance teams monitor attendance closely, and offer support through regular communication, intervention, and support.

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 through Raising Attainment and Progress (RAP) meetings and through their 5-year journey, to ensure early intervention maximises the impact of the funding. The success of our Disadvantaged Students will be celebrated and awarded, and all staff will be encouraged to be part of ensuring that Disadvantaged Students have the same opportunities as all of our students.

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 attendance, 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'

ⁱ <https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

ⁱⁱ the term 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last 6 years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route)

ⁱⁱⁱ <https://www.nfer.ac.uk/supporting-the-attainment-of-disadvantaged-pupils-articulating-success-and-good-practice>

^{iv} https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf

^v For mainstream and special academies, the pupil premium for 2021 to 2022 will include pupils recorded in the October 2020 school census who have had a recorded period of FSM eligibility since January 2015, as well as those first recorded as eligible at October 2020. For alternative provision academies, the pupil premium for 2021 to 2022 will include pupils recorded in the January 2021 school census who have had a recorded period of FSM eligibility since May 2015, as well as those first recorded as eligible at January 2021. For the purposes of these grant conditions, these pupils are collectively referred to as Ever 6 FSM.

^{vi} <https://bishopschester.co.uk/about-our-school/policies-procedures/>

^{vii} Key Features of Quality First Teaching (QFT) include: Lesson design is **highly focused** with **sharp objectives**; Higher levels of **interaction** for all students; Higher demands of **pupil engagement** and **involvement** with learning; Regular use of **authentic praise** and encouragement to motivate students. Regular opportunities to **dialogue** individually or in groups; Appropriate use of teacher **explaining, modelling** and **questioning**; Expectation from the students to work **independently** and accept **responsibility** for the learning.

^{viii} Wiliam, 2010. [Teacher quality: how to get more of it](#) (Spectator 'Schools Revolution' conference, March).

^{ix} <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

^x <https://www.nfer.ac.uk/supporting-the-attainment-of-disadvantaged-pupils-articulating-success-and-good-practice>