



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
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Committee	Students

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Statement of Intent

Our school 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)

Our Pupil Premium Strategy Statement of intent states that:

Our determination to reduce the attainment gap and improve the life chances of our PP students is driven by our Christian ethos and values. We believe that:

- All of our young people are created in the image of God and equally loved by God.
- They are equally deserving of the **'fullness of life'** that is promised by Jesus in **John 10:10**
- In a just and equal society, it is how hard a person works to realise their God-given potential that should shape their success in life, not the disadvantages resulting from a low socio-economic background.

In **John 10: 14**, Jesus said: **"I am the Good Shepherd – I know my sheep and my sheep know me"**. The love of God for his children is fully inclusive and the Parable of the Lost Sheep (Luke 15) makes it clear that everyone is known, and no-one is forgotten by God. This vision of a fully inclusive love drives the work we do at Bishops` to support the needs of our PP students as we strive to remove the obstacles and mitigate the specific challenges they face resulting from their social backgrounds.

Context

The Pupil Premium Grantⁱ (PPG) was introduced in April 2011 for students from socially deprived or economically disadvantagedⁱⁱ backgrounds. Researchⁱⁱⁱ shows that these students underachieve in comparison to their non-disadvantaged 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

As indicated in our school vision and statement of intent, our commitment and determination to make Bishops' a transformational environment for our disadvantaged students is driven by a strong sense of moral purpose and social justice.

The specific objectives of our work with disadvantaged students can neatly be summarised under our key school values of 'Known, Nurtured and Inspired'.

Known

We will ensure that:

- we know who our PP students are and understand the obstacles and barriers that they face so that we can work to remove them.
- 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.
- we prioritise the attendance, punctuality, participation, progress and attainment of our disadvantaged students for continuous improvement.

Nurtured

We will ensure that:

- we nurture their personal, spiritual and academic development through a wide range of evidence-informed strategies aimed at providing the same educational opportunities and experiences as their non-PP peers.
- we 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} and effective intervention programs.
- we communicate and partner with our stakeholders to provide wrap around support.
- we prepare our disadvantaged students for their next stage of education, employment, or training and to gain qualifications to help them realise their potential and aspirations.

Inspired

We will ensure that:

- we inspire our disadvantaged students to become the very best version of themselves, growing in hope and aspiration, dignity and respect, and wisdom, knowledge and skills, and ultimately achieving educational outcomes that are just as good as their non-PP peers.
- we design an ambitious curriculum, to give disadvantaged students the knowledge, skills and cultural capital that 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, and ensure opportunities are equally available to these students first. This is a simple but effective strategy, shared by everyone at Bishops'.
- Therefore, the provision for our disadvantaged students is shared across the entire staff body and 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.
SLT Lead for Disadvantaged	<p>To lead on the design and implementation of the Disadvantaged First Strategy.</p> <p>To lead the team around disadvantaged students.</p> <p>To identify underachievement and gaps and set up effective systems to track this.</p> <p>To support staff in closing the gap, where appropriate.</p> <p>To manage the PPG and spend money so that there is high impact.</p> <p>To evaluate and report on the efficacy of the PPG strategy.</p> <p>To support impactful teaching and learning of this group.</p> <p>To work with other leaders on interventions to close the gap.</p>
Year Leads	<p>To provide wrap around support for our most vulnerable disadvantaged students.</p> <p>To monitor students and intervene accordingly to support good behaviour, attendance, progress and attainment.</p> <p>To celebrate and reward the achievements of our disadvantaged students so that they feel a sense of belonging and are motivated to succeed.</p>
Pastoral Support Officers	<p>To liaise regularly with parents and other carers to support good attendance and behaviour.</p> <p>To support Year Leads in providing wrap around care and support for our most vulnerable disadvantaged students.</p>
Subject Leads	<p>To ensure the 'Disadvantaged First' strategy is consistent across departmental teams.</p> <p>To monitor and track disadvantaged students and plan to close the gap</p>
SENDCo	To monitor students who also have SEND needs, and intervene accordingly
Classroom teachers	<p>To 'know, nurture and inspire' each individual within this group.</p> <p>To ensure gaps in attainment and achievement are closed by effective quality first teaching.</p> <p>To celebrate and reward the achievements of our disadvantaged students so that they feel a sense of belonging and are motivated to succeed.</p>
Form tutors	<p>To 'know, nurture and inspire' each individual within this group to support attendance and positive attitudes to learning.</p> <p>To celebrate and reward the achievements of our disadvantaged students so that they feel a sense of belonging and are motivated to succeed.</p>
Support Staff	<p>To support the 'Disadvantaged First' approach in all areas of the school.</p> <p>To take a Disadvantaged First approach towards their roles and interactions with students.</p>

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 behavioural 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 at Bishops’, 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 so that they can 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, briefings and through online DF prompts which provide a regular focus to keep QFT at the forefront of all we do.

Quality First Tutoring

Form Tutors play an important role in the lives of all of our young people but especially for our disadvantaged students. Form Tutors know their tutees extremely well, are a key point of continuity in their lives, and are in a unique position to provide the high quality, ‘Disadvantaged First’ pastoral support that these students need to flourish and succeed. At Bishops’, Form Tutors take a Disadvantaged First approach to their pastoral role and, working alongside our Pastoral Support Officers, they work hard to support positive levels of attendance, punctuality and behaviour. They monitor the attendance and behaviour of their tutees closely and liaise regularly with parents and as such they are key to the process of knowing and removing barriers to attendance, behaviour and attainment.

Measuring impact and Reporting

Our use of PP funding to support the success of our disadvantaged students will be strategically planned, mapped and tracked so that the effectiveness of the school’s use of the grant can be evaluated. Implementation of the strategy will be shared across the school by leaders and classroom teachers and evaluated at key points in the year with progress being reported upon to Governors. The PP Strategy will

be a 3-year strategy with key challenges and barriers identified along with the specific actions that are being taken in any given year to address them.

A report on the impact of the PP strategy will be published on the school's website during the autumn term to review the impact of the funding of the previous year.

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/DFERS411_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 William, 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>