



Disadvantaged Student strategy statement (secondary) 2016-2017

1. Summary Information					
School:		Grace Academy, Coventry			
Academic Year	2016/17	Total disadvantaged student budget	£229,227	Date of most recent disadvantaged student review	July 2016
Total number of pupils	654	Total number of pupils eligible for disadvantaged budget	221	Date for internal review of the strategies	July 2017

2. Focus, action and impact statement		
Area of focus	Actions taken	Impact of actions
<ul style="list-style-type: none"> To Improve Attendance for all students who are disadvantaged. <p>Current disadvantaged student attendance stands at:</p> <p>Attendance for academic year: 91.66%</p>	<ol style="list-style-type: none"> Breakfast club – NF to send a letter home to all disadvantaged students telling them that breakfast club will be available (prefects involved, advertised on screens). This will run in the morning from 8.00am until 8.20am every day. 	<ul style="list-style-type: none"> There had been a continuing focus throughout the academic year to track and continue to improve the attendance of Pupil Premium Students. This had been identified as an ongoing priority for ALT and associated staff.

<ul style="list-style-type: none"> • (KS3/4) 224 students are PP, 345 non PP (39%) • Sixth Form 29 PP, 57 non PP (34%) • Whole school 253 students are PP, 402 are non PP (39%) <p>Rationale: If students are not in school they are not learning therefore not making progress. The aim is to improve attendance in the hope that this will improve progress for disadvantaged students.</p>	<ol style="list-style-type: none"> 2. Reduce the amount of exclusions for disadvantaged students through ensuring that Pupil Passports are available for all staff with details of how to support the student in lessons. 3. Homework club after school for students to complete work, when they do not have the facilities at home. A letter will be sent to parents to promote the resource. 	<ul style="list-style-type: none"> • Breakfast club had been running, however the take-up has been low. The club has been run by the SEND support staff. The provision included toast and a drink. Students who attended enjoyed the facility, but despite efforts to increase participation, the club tended to be only those students who choose to come to school early as the club ran from 8.00am – 8.20am each day. • ALT has worked hard to reduce the amount of exclusions for disadvantaged students to a minimum. There is a rigorous process in place to support this pathway which is used when intervention has not been successful and ensures both parents and student are at the heart of the decision making process. • Homework club has been run by both teaching support and the staff within the library. This has proved popular with students and will continue to run. Parents and staff have been fully involved in the communication process.
<ul style="list-style-type: none"> • To improve progress of disadvantaged students across all years but a focus upon current year 11 students this academic year. 	<ol style="list-style-type: none"> 1. Leadership/school focus on school action plan – “ensuring that every disadvantaged student is achieving at least in line with a non-disadvantaged student and ideally over achieving” 	<ul style="list-style-type: none"> • ALT data presentations have been organised to ensure that disadvantaged students are clearly identified with other national cohorts in terms of their progress.

	<ol style="list-style-type: none"> 2. ALT data presentations with a disadvantaged students focus 3. All teachers to have identified disadvantaged students in their data folders 4. All teachers to have intervention plans for disadvantaged students in data folders to be kept as a working document which are updated regularly (monitored by NF/ALT/HODS) 	<ul style="list-style-type: none"> • The gap between disadvantaged students and non-disadvantaged students was minimum in the academic year 2016/17. • ALL data folders have disadvantaged students identified as part of the whole school ethos. • Disadvantaged student's intervention plans were present in data folders, however this needs to be more rigorously applied next academic year as the quality of information has varied across the school.
<ul style="list-style-type: none"> • To begin to improve progress 8 scores for disadvantaged students <p>Current data:</p> <ul style="list-style-type: none"> • Progress 8 – 0.85 • English 0.27 • Maths 0.87 	<ol style="list-style-type: none"> 1. NF to produce data sheets for disadvantaged students in each year group to monitor departmental progress for core subjects 2. Re-arranged support timetable to free up 14 hours of year 11 TA support, whereby staff bid for support from the allotted times. There is always TA support in all year 11 English and Maths lessons either as a floater or working with bespoke groups/teachers 3. Liaise with JB to produce literacy booklet to be given out to 90 disadvantaged KS3 students with the 	<ul style="list-style-type: none"> • Data sheets were produced, however this needs to be further embedded during the next academic year, and a clearer focus upon monitoring needs to be put into place. • Support Timetables were amended to support the needs of the year 11 students. Additional support in lessons also worked well in the lead up to the examination season, and enabled staff to change groups around to support student outcomes. • A literacy focus was undertaken, however it has been recognised that this needs to be extended as a whole

	<p>lowest literacy levels. Including catch up students.</p>	<p>school focus for the next academic year.</p>
<ul style="list-style-type: none"> • Raise awareness of disadvantaged students amongst departments 	<ol style="list-style-type: none"> 1. Mini – Disadvantaged student review with D Russell taken place. Focus on year 11 observations and folder trawls. Positive feedback received – came up with an immediate short term action plan. Plan to meet up after Easter 2. Identified 25 Year 11 students who we believe we can have the most impact with. This has been shared with staff/HODS. HODS have identified bespoke interventions as to what they are going to get the students to achieve their target grades. Letter gone home to parents offering support and Easter revision TT as well as after school/tutor time/break time revision sessions. Also offered to meet with parents. 3. Target work sheet for underperforming year 11 students for AP4. Trial initially but then look to introduce this across all years. 	<ul style="list-style-type: none"> • ALT have identified the need to ensure that a co-ordinator of disadvantaged students needs to be in place to focus upon raising awareness of disadvantaged students within departments. This will be in place for next academic year. • There is also a need to keep a track of disadvantaged students at each assessment point to ensure that progress can be tracked on a longer term basis across all subjects. Again, this is something which will begin next academic year. 4. The need for a more rigorous and easy to follow application process has been identified and will be developed.

3. Financial statement of spending for disadvantaged students

Pupil Premium Spend 2016-17

Draft Costing	2016-17	
Pupil Premium - Funding		
Pupil Premium Allocation 2016/17 (Budget)	£225,419	-
B/Fwd from 15/16	£1,758	
	£227,177	
Percentage of 'disadvantaged' students - 39%		
	Allocation	Total
Staffing		
Maths Co-ordinator - Staff	60%	-
Learning Support Assistant	60%	
Learning Support Assistant	60%	
Supervisor	60%	
Attendance Officer - Consultant	60%	
Student Year Support	39%	
Healthcare Teaching Assistant	60%	
SENCO	39%	
Performance Director	39%	

Total staffing costs**167,262.00**

£167,262**Other**

Trips contributions	39%	900	-
WRL/Alternative Provision	39%	2867	
Cadets - students participation	39%	254	
PAS - Music Tuition	39%	5850	
Technology - Food for lessons	39%	390	
Go4Schools - data tracking	39%	2048	
Blue Sky - CPD resource	39%	1053	
Resources - calculators	39%	263	
Staff CPD/Training	39%	6084	
Learn Centre - Literacy	100%	1517	
Subscriptions/Licences	39%	1039	
ICT Resources - Firefly	39%	2580	
Careers Guidance/Support	39%	9713	
Rewards/Prizes	39%	550	
Teaching Resources - books/stationery/supplies T&L	39%	26846	

£61,953**Total costs allocated****£229,215**

Balance

-£2,038

