



Disadvantaged Student Strategy statement (secondary) 2017-2018

1. Summary information					
School	Grace Academy, Coventry				
Academic Year	2017/18	Total PP budget	£194,000	Date of most recent PP Review	July 2017
Total number of pupils	572	Number of pupils eligible for PP	205	Date for next internal review of this strategy	July 2018

	All pupils	English <i>Baccalaureate</i>
% achieving grades 4-9 including English (Language and Literature) and Maths (2016 – 2017 only)	47.8%	1.9%

2. Barriers to future attainment (for disadvantaged students including the more able)	
Barriers within the school environment (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lower levels of Literacy and/or Numeracy skills for some disadvantaged students than for other pupils which is resulting in lower progress and attainment levels in KS3 and KS4. In literacy, this is particularly evident in comprehension skills.
B.	More able pupils who are eligible for disadvantaged funding do not make the highest rates of progress expected when compared to other pupils in school in KS3 and KS4.
C.	Low levels of aspiration from some families who have pupils who are eligible for disadvantaged funding which impacts upon students' self-esteem and wanting to aim high.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	Lower levels of attendance rates for pupils who are eligible for disadvantaged funding in comparison to other pupils.	
E.	Lower levels of attendance at progress days and other events for families who have pupils who are eligible for disadvantaged funding in comparison to other pupils.	
F	Lower levels of support for the completion of homework for pupils who are eligible for disadvantaged students in comparison to other pupils.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve levels of Literacy and/or Numeracy skills for pupils eligible for disadvantaged funding in KS3 and KS4.	<ul style="list-style-type: none"> • Aim to reduce the gap at GCSE between pupils who are eligible for disadvantaged students and those who are not to below 17%. • Improve the progress of pupils who are eligible for disadvantaged funding to at least good progress but aspire to excellent. • Ensure there is earlier intervention through training staff to make the relevant adjustment within the learning environment and to request additional support when required to promote a focus on pupil progress rather than attainment. • Regular whole staff briefings and middle leader meetings to regularly raise issues in relation to pupil attainment. • Drop Everything and Read strategy to be rolled out through the English department at whole school level for 15 minutes once each week. • Additional support by a Coventry University volunteer in one lesson each week which contains higher numbers of disadvantaged funded students. This will be focused upon literacy and numeracy lessons. • Literacy and Numeracy support through the SEND department where students who receive disadvantaged funding need additional and sustained intervention to support with progression.
B.	Increase levels of attainment and progress for more able pupils of P8:0.5 who are eligible for disadvantaged funding as they do not make the highest rates of progress in comparison to other pupils in school in KS3 and KS4.	<ul style="list-style-type: none"> • Regular monitoring of the progress of students through half-term assessment reviews specifically identifying more able students in order to identify pupil progress gaps in order to act early when required. • Academic mentors to work with students to motivate more able students to attain high and keep focused upon progressing towards their targets. • Clear targets for more able students which are shared with all students as part of whole school expectations. • Focus upon student progress and next steps to focus more able students towards the higher GCSE grades.

		<ul style="list-style-type: none"> All lessons should good or better and provide the necessary stretch and challenge to meet individual needs.
C.	Increase levels of aspiration from some families who have pupils who are eligible for disadvantaged funding.	<ul style="list-style-type: none"> All staff, students and parents to promote high expectations for behaviour and safety by promoting Grace Values at all times. The core values are Grace, Respect, Integrity, Potential and Excellence. Progress meetings to make aspirations a key area for discussions. School and outside agency support as required to support families of students who are eligible for disadvantaged funding.
D.	Improve attendance rates for pupils who are eligible for disadvantaged funding.	<ul style="list-style-type: none"> Reduce the number of persistent absentees among pupils who are eligible for disadvantaged student funding. Ensure pupils who are eligible for disadvantaged student funding are accessing support with transport to school so they can reach the attendance target of 95% in line with other pupils across school. School and outside agency support to encourage higher levels of attendance for disadvantaged students. Regular meetings and updates at ALT, attendance staff and whole school levels to keep attendance as a focus for all. This should include the monitoring and identification of patterns of poor attendance. Early intervention using parental/staff interviews as required. Set up new systems within the sixth form to inform parents of attendance problems and review a range of sanctions to be administered.
E.	Increase parental engagement at parental evenings and support meetings for families who have pupils who are eligible for disadvantaged student funding.	<ul style="list-style-type: none"> Parental evening meetings at the start of the academic year to promote and encourage parents to support Grace and our students with regular attendance. Ensure parents are accessing the range of extensive pastoral support on offer. Support meeting documents to be sent out early to ensure arrangements can be made for attendance. Timings for progress days to fit in with different working patterns to enable them to attend progress evenings on a regular basis.
F.	Increase the levels of homework across all departments for students who are eligible for disadvantaged students funding.	<ul style="list-style-type: none"> Clear homework timings and procedures to be put into place at whole school level. Homework information to be visible in all classrooms of the academy. Sanctions for non-completion of homework to be in place at whole academy level.

4. Planned expenditure					
Academic year	2017 - 2018				
The three headings below enable schools to demonstrate how they are using the pupil premium 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?
Improve levels of Literacy and/or Numeracy skills for pupils eligible for disadvantaged funding in KS3 and KS4.	Literacy and numeracy to be a focus at whole school level with specifically targeted strategies and bespoke strategies being utilised fully.	Provision of the highest quality teaching and learning opportunities to ensure all pupils can make rapid and sustained progress. All pupils can access teaching and learning resources across the academy.	Learning Walks Lesson Observations Pupil Voice Book Looks HOD reviews HODs to oversee resources and scheme development.	KS3/KS4 English and Maths Coordinators SENCO Disadvantaged student co-ordinator.	Termly July 2018
Increase levels of attainment and progress for more able pupils of P8:0.5 who are eligible for disadvantaged funding as they do not make the highest rates of progress in comparison to other pupils in school in KS3 and KS4.	Staff training CPD sessions focusing upon raising attainment for students.	Further investment in teaching and learning will benefit all pupils and it can be embedded across the school to support all pupils. Staff can bid for money to undertake bespoke intervention for disadvantaged students.	Learning Walks Half-termly assessment data monitoring Lesson Observations Pupil Voice Book Looks HOD reviews HODs to oversee resources and scheme development. Internal monitoring and intervention.	Teaching and Learning Assistant Principle.	July 2018
			Total budget cost		£25,000

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?
Increase levels of attainment and progress for more able pupils of P8:0.5 who are eligible for disadvantaged funding as they do not make the highest rates of progress in comparison to other pupils in school in KS3 and KS4.	Raise the profile of ongoing assessments by embedding the assessment calendar. Ensure monitoring of progress is accurate as we move from grades to points at GCSE. Focus stop days to embed knowledge, skills and understanding. Identifying gaps in progress to be targeted by subject staff.	Assessment and progress sheets need to be used effectively in order to identify any gaps in learning. The assessments will be cumulative and marked using GAC percentages to support students taking ownership of their learning. Specific revision sessions and stop days will support students to embed their subject specific knowledge, skills and understanding to promote increased levels of attainment.	More intensive follow-up on internal monitoring points. Regular staff briefings and departmental meetings to discuss progress. Regular meetings with line managers to analyse outcomes following assessments. Updates from parental meetings. Attendance at revision sessions and stop days.	Disadvantaged funding coordinator All teaching staff HOYs HODs	Ongoing Aug 2018

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?
Increase levels of aspiration from some families who have pupils who are eligible for disadvantaged funding.	Provide targeted support for careers advice and guidance to pupils who may lack awareness of relevant opportunities. All activities have register lists which can be collated. Academic mentors	To ensure all pupils are aware of a range of careers opportunities and subject specific enrichment. To support specific pupils and their families to develop their aspirations.	Monitoring of pupil attendance at careers opportunities and targeted activities. Regular access to an academic mentor.	Careers coordinator HOYs PSHE programme HODs Family Support Worker.	July 2018
Improve attendance rates for pupils who are eligible for disadvantaged funding.	Utilise family support worker and ESW to monitor pupils and follow up quickly on absences and to identify patterns. First day response to absence. Mentoring support offered to encourage higher levels of attendance.	Pupils cannot make progress if they do not attend and the inextricable link between attendance and attainment need to be reinforced regularly with pupils and parents and carers. Attendance targets for all students at GAC is 95% minimum, with an expectation of 97% to ensure that all students make good or better progress.	Regular monitoring of pupil attendance and identification of patterns of absence. Academic Mentoring and attendance staff support offered to explore all barriers and attempt to eradicate any barriers. Monitoring of improved attendance of pupils who are eligible for disadvantaged student funding linked to attendance and punctuality.	Family Support Worker ESW HOYs Parents	Daily/Weekly. July 2018

	Disadvantaged students to be offered breakfast to attend school earlier. Students to be supported with travel costs to school to encourage better attendance. Appointment of member of ALT to specifically focus upon the attendance of disadvantaged students.				
Total budgeted cost					£129, 000
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?
Increase parental engagement at parental evenings and support meetings for families who have pupils who are eligible for disadvantaged student funding.	Ensure information is regularly communicated with pupils, parents and carers. Information to be sent in advance to ensure arrangements can be made by parents to attend. Pupils who are unable to attend should be contacted using other communication	We have identified a pattern of non-attendance with pupils who are eligible for disadvantaged student funding.	Registers of attendance. Follow-up by HOY and subject staff after Progress day.	Disadvantaged student funding co-ordinator. HOYs Family Support Worker Form Tutors Subject staff	July 2018

	methods so they continue to be well informed.				
Offer intensive pastoral support to remove barriers to learning	Ensure information is regularly communicated with pupils, parents and carers.	Due to higher than national average levels of deprivation in our local areas, a number of pupils who are eligible for disadvantaged student funding continue to need support in order to remove any potential barriers to learning.	On-going support and issues raised at weekly pastoral and SLT meetings. Regular checks to be made by academic mentors.	HOYs Family Support Worker Form Tutors Academic mentors	July 2018
Increase the levels of homework across all departments for students who are eligible for disadvantaged students funding.	Whole school policy based homework provision which includes timings and regularity of homework provided across whole academy.	Due to low aspirations within some families eligible for disadvantaged student funding, provisions to support students to succeed is vital and homework as a tool of learning actively supports progress for all students within the academy.	Homework club to be available within the library during social times and after school. Homework can be completed in nurture each day as this is staffed during non-teaching times throughout the day. Monitoring of homework hand-in rates at department and teacher level to encourage and set appropriate sanctions as necessary.	ALT HOY HOD Subject staff Parents	July 2018
Total budgeted cost					£40 000