



**BIDDULPH HIGH SCHOOL
DISADVANTAGED LEARNERS WEB STRATEGY
2019-2020**

At Biddulph High School we are committed to raising the achievement of all students and, as far as we are able, to ensure that students make at least the progress of which they are capable. We are committed to narrowing the attainment gap between disadvantaged learners and other students (so that it no longer exists).

We use a number of different interventions to support our disadvantaged learners and other students (so that it no longer exists).

We use a number of different interventions to support our disadvantaged learners in achieving these aims. These are set out in more detail below.

We take a whole school approach focussed on:

1. Academic support including tuition in various forms.
2. Student welfare, guidance and support programmes including: mentoring, counselling and motivational support. This is especially important for more vulnerable students and those in danger of losing motivation.

Such interventions will undoubtedly benefit disadvantaged learners and will also support other students. It is not always possible to target students individually and the school has put in place a number of strategies which deal with selected groups of students.

Biddulph High School currently has 20% Pupil Premium Students (115 students)

	Year 9 %	Year 10 %	Year 11 %
FSM current	14%	9%	15%
PP & (adopted children care leavers)	24%	16%	22%
FSM Ever 6	24%	15%	21%
Ever 5 (Service children)	0.5%	0.5%	0.6%
LAC	2%	2%	1%

2019/20 funding allocation = £99,110.00

CURRENT CO-HORT OF STUDENTS AT BIDDULPH HIGH SCHOOL 2016/17					
	YEAR GROUP	TOTAL NUMBER OF STUDENTS	NON PP	PP	PP %
	9	197	144	53	27%
	10	172	122	50	29%
	11	193	149	44	23%
Students returning to BHS those eligible for FSM	12 17% FSM (20)	118	99	19	16%
	13 19% FSM (20)	104	86	18	17%

CO-HORT TRANSITION FROM FEEDER SCHOOLS 2017/18

	Total number of students	Non PP	PP	%PP
Year 8 JMJHS	88	57	31	35%
Year 8 WA	92	69	23	25%

INTERNAL BARRIERS

Attendance: to continue to implement strategies addressing PA in order to strive for student engagement and success.

Low Prior Attainment: to continue to implement strategies in order for these students to achieve and improve their academic outcomes in particular Maths and English.

Behaviour and Engagement: To improve the engagement of those learners by focusing on Teaching and Learning and raising aspirations to support their academic and social achievement. To reduce Fixed term exclusions for those eligible for pupil premium.

EXTERNAL BARRIERS

Difficult family circumstances/parental engagement.

Substances misuse/online safety.

Word poverty amongst PP students – lower levels of literacy

Measure	DL	Other	Gap
P8 score	-0.952	-0.295	-0.657
% Positive P8	11.4	34.7	-23.3
% Positive P8 <u>Eng</u>	34.1	42.9	-8.8
% Positive P8 Math	18.2	51.0	-32.8
% Positive P8 <u>Ebac</u>	4.5	27.2	-22.7
% Positive P8 Open	25.0	34.0	-9.0

Desired Outcomes

Increase in number of PP students achieving a 4+ in English and Maths	PP students to achieve in line with all students nationally
Improved progress of PP in basics	PP students to achieve in line with all students nationally
Broader and deeper vocabulary Improved literacy understanding and application	Broader vocabulary used in all subjects Understanding and application of language and literacy used more confidently in all subjects
Reduction of FTE	FTE reduced by 50 %
Continued improvement of attendance	PP attendance to be in line with non PP
Increased parental engagement	Increased percentage of parents attending parents evenings and events
Engagement with revision skills	Students to engage with extracurricular support

Action Plan

Strategy	Implementation	Overview/impact	Cost	Review
<p>Raising aspirations of Disadvantaged Learners through increased opportunities to access pathways support.</p>	<p>Providing focused and meaningful opportunities to introduce Disadvantaged Learners to the array of pathway opportunities available to them after GCSE. A key element is developing a key target group of students to receive intensive support from September through one to one careers meetings, group visits to provisions, taster sessions to support aspirations and clear goals.</p> <p>Follow up letters for Year 11 students during the final academic term to engage parents and support next steps where necessary.</p>	<p>Increased aspirations.</p> <p>More parental engagement.</p> <p>Pupils accessing guidance and support through a structured programme.</p>		
<p>Supporting all Disadvantaged Learners by introducing pathways and opportunities through a variety of PSHE sessions, enrichment activities and assemblies</p>	<p>Through tailored assemblies and support sessions in PSHE lessons Disadvantaged Learners will gain the knowledge needed to make informed next steps. Some students may not have external access or the skills to make these choices, so one to one sessions and weekly drop in session in the school library will be introduced to support students.</p> <p>Follow up letters for Year 11 students during the final academic term to engage parents and support next steps where necessary.</p>	<p>Ensure Disadvantaged Learners have the same opportunities as non-disadvantaged counterparts</p>		

<p>Prioritising PP learners at the start of the academic year to identify potential NEETs as well as high achievers.</p>	<p>All PP learners will be seen through all years in the first half of the academic year to identify potential NEETs as well as high achievers. Support packages to develop careers understanding as well as university taster sessions and residentials will be promoted and used to raise aspirations. Support offered through guidance and drop in sessions throughout the year.</p>	<p>Ensure all pupils access the same targeted, tailored and individual support to guide next steps</p>		
<p>Pupil Voice for Disadvantaged Learners</p>	<p>Questionnaires routinely completed by the Careers leader, including for LAC. This is to identify areas of need. Staff are also able to intercede on the behalf of students requesting meetings etc.</p> <p>Questionnaires routinely completed by the Pastoral Team, including for LAC. This is to identify areas of need and to supporting funding requests. Staff are also able to intercede on the behalf of students</p>	<p>Swift intervention in areas of need to ensure students are engaged in next steps and celebrate good practice and share across the school</p>		

<p>Raising attainment of Disadvantaged Learners through increased parental engagement and knowledge retention strategies</p>	<p>Focussing on HPA and MPA Disadvantaged Learners in Year 11, students will be encouraged to engage with revision strategies and stretch and challenge activities to increase attainment within this group. A key element is engaging parents and encouraging them to support and engage with the strategies and to provide clear support mechanisms for GCSEs.</p> <p>Follow up letters and info packs posted home to all pupils rather than emailed.</p>	<p>Increased attainment.</p> <p>More parental engagement.</p> <p>Pupils accessing stretch and challenge activities and utilising revision topics</p>		
<p>Supporting all Disadvantaged Learners by introducing knowledge retention strategies through a programme of assemblies and tutorials</p>	<p>Through PP voice, it has been noted that pupils are unclear of how to revise. This core group are less likely to have the same support from the home environment and may lack basic support such as a place to revise (perhaps due to sharing a room or no desk) or being unable to access relevant material. There may also be wider demands placed upon the family. We can offer supportive strategies and resources in school.</p> <p>Follow up letters and info packs posted home to all pupils rather than emailed</p>	<p>Ensure Disadvantaged Learners have the same opportunities as non-disadvantaged counterparts</p>		

<p>Maths and English form groups in Year 11</p>	<p>Year 11 students are placed in maths and English forms to ensure they are able to revisit content and access out of lesson support and utilise different teaching methods. These groups will be reviewed after assessment points and all pupils will have the opportunity to access both Maths and English support.</p>	<p>Ensure all pupils access the same targeted revision support</p>		
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<p>Lower School Student Panel</p>	<p>The Student Panel has a strong representation of Disadvantaged Learners from differing backgrounds including and Armed Forces child. This means that not only are students' aspirations being raised through speaking to visitors and accessing differing opportunities, but also being invested in school life. Recent opportunities have included being involved in interview panels for new staff, a meeting with the town council and sharing views with key staff.</p>	<p>Raise aspirations and ensure Disadvantaged Learners are well represented.</p>		
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<p>Utilising PEP funding</p>	<p>Looked After Children come from a range of backgrounds so reacting to circumstances is vital. Over the past 12 months PEP funding has been utilised to secure targeted intervention in areas of under-performance. Moving forward, due to an issue nationally with gang related crime, we are looking to use PEP funding for increased training for students and staff to</p>	<p>Raise awareness of vulnerable groups amongst pupils and staff</p>		
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	<p>deliver preventative work on knife crime and to raise awareness. We also direct funds to additional TA support, mentoring support (especially for boys who benefit from a positive male role model)</p>			
<p>Supporting all disadvantaged learners in the HUB by providing them with a suitable curriculum.</p>	<p>The HUB provision provides pupils with the opportunity to complete their GCSEs in an alternative setting. Staff in the HUB follow the curriculum mapping used in mainstream school to support with reintegration if needed. Specialist subject area staff come to the HUB to work with pupils and the Hub coordinator is a qualified teacher who attends weekly department meetings to ensure that standards are maintained throughout. Pupils work to the same assessment criteria and deadlines.</p>	<p>Ensure Disadvantaged Learners have the same opportunities as non-disadvantaged counterparts</p>		
<p>Supporting all disadvantaged learners through providing a varied curriculum including a range of alternative provision options.</p>	<p>All learners are provided with the opportunity to access a varied curriculum including core subjects and alternative provision programmes. Both HUB staff are Prince's Trust assessors and ASDAN leads in school who attend both internal and external verification meetings to ensure consistency and standards are met.</p>	<p>Ensure Disadvantaged Learners have the same opportunities as non-disadvantaged counterparts</p>		
<p>Supporting all disadvantaged learners in developing life skills and varied PSHE programmes.</p>	<p>Through tailored assemblies and support from external agencies if required pupils gain a varied and extensive knowledge of PSHE and issues that they face to help them to be able to make informed decisions. In the HUB we not only follow the school PSHE programme but also provide further opportunities to develop an understanding in these areas such as regular group sessions with T3 to build awareness of drug and alcohol</p>	<p>Ensure that all disadvantaged learners are provided with opportunities to develop an awareness and understanding of issue they may face and be able to make informed decisions in relation to this.</p>		

	misuse as well as completing more in depth awareness through completing ASDAN PSHE short courses.			
Providing student with access to External mentoring to support with emotional well-being.	Targeted intervention is provided through one to one and small group work provision with external mentors to support emotional and behavioural needs. The mentoring sessions are focused on the individual pupils needs and areas to develop.	To support with raising attainment. To help to build self-confidence and resilience in disadvantaged learners.	£15 per hour for 4 hours weekly = £60	
Support disadvantaged learners in the HUB through appropriate staff development.	Staff development is an important area to develop to ensure that pupils are gaining appropriate alternative pathway provision. To support with this staff, maintain regular contact with other schools and specialist provisions and will visit the different settings to support with building strategies to support and develop the setting further. In addition to this staff will be gaining CPD at a local pupil referral unit to provide with new behaviour strategies to support challenging behaviours.	To ensure that staff who work with disadvantaged learners have a good knowledge of behaviours and concerns and are trained appropriately to deal with them.		
Provide opportunities for disadvantaged learners to access off site alternative provision.	HUB pupils are provided with the opportunity to build on life skills and practical skills using appropriate alternative provision settings. This may be in the form of insured work experience settings or Ofsted rated alternative provision providers such as the Bridge project at Burslem college or Leek high construction courses. Regular contact with settings is established and maintained throughout ensuring that standards are maintained and that the disadvantaged learners are working towards their individualised targets.	To provide disadvantaged learners with further opportunities.	Bridge project £85 per week over 35 weeks. Reaseheath school links £800 per year. Leek construction course, £20 per week	

<p>Dyslexia Project</p> <p>Students that are underperforming in subjects to have tailored support within curriculum areas. The English, History and D&T departments are all supporting the project. The project is looking to give a basic understanding of dyslexia, its co-occurrence with other specific learning differences, and how it impacts on learners across the curriculum. Monitoring and assessing the impact of the interventions and strategies used in class and school to assess the impact.</p> <p>Year 10 to begin with going into Year 11</p>	<p>July 19 – NRGT Testing to identify reading ages. 1st Meeting of all staff to discuss training needs and project outcomes.</p> <p>20 identified students 19 underperforming 11 or 52% are PP or FSM</p> <p>July 2019 QTF training for Staff</p> <p>Sept 2019 Training – Dyslexia Observations and QTF</p> <p>First Data drop monitor – reassess project outcomes.</p>		<p>NRGT Testing – Year 10 20 students</p> <p>£6.00 per student * 2</p> <p>19 * £6.00 = £114</p> <p>£114 * 2 = £228</p> <p>Dyslexia Pack - £45</p> <p>Dyslexia Training free (time)</p> <p>Total = £273</p>	
<p>Trailblazer Project</p> <p>CAHMS Mental Health in Schools project. A Mental Health worker is to be based in School and support students with low level mental health, supporting parents within school.</p>	<p>Summer Term 2019 Mental Health Worker assigned to school Strengths questionnaire identified for students</p> <p>Autumn 2019 Assemblies Roll out programme of support.</p>		<p>NHS funding</p> <p>Time for training of Mental Health leads in school</p> <p>£150 per day for training</p>	

<p>The core offer that we are currently working on for the initial referral process includes the following:</p> <ul style="list-style-type: none"> • Worry management • Anxiety • Panic management • Low mood • Sleep • Problem solving • Group work for similar aged children • Exam stress 				
<p>TAs specialising in specific areas and Keyworker role</p> <ul style="list-style-type: none"> • Dyslexia support • ASD • CBT/ Social Anxiety Support • Literacy and Numeracy • Fine Motor Skills Support • Reading • Preparation for adulthood • Spelling • Mindfulness 	<p>September 2019 Keyworker and Intervention to be allocated their area of specialism.</p> <p>Resources need to be purchased.</p>		<p>1 hour TA = £8.47</p> <p>TAs to work 20 minutes during form time on interventions.</p> <p>20 * 4 = 80 minutes per week per TA.</p> <p>= £10.16 per TA per week</p> <p>* £10.16 * 8 = £81.31 per week</p> <p>£2,601.98 per year (approx.)</p>	

			Time not accounted for tutorial or for all the TAs	
<p>Literacy and Numeracy</p> <p>In order to support the lower attaining students or those struggling with Literacy and Numeracy, 4 -5 lessons a fortnight have been timetabled.:</p> <ol style="list-style-type: none"> 1. ASDAN English 2. Entry Level Certificate Maths 3. Bedrock Vocab builder 	<p>Summer Term 2019</p> <p>Courses have been identified and classes allocated to staff.</p> <p>Bedrock https://app.bedrocklearning.org/ https://www.asdan.org.uk https://www.ocr.org.uk/qualifications/entry-level/mathematics-r449-from-2016/</p>		<p>ASDAN: £3.80 per student 15 Students = £57.00</p> <p>£8.70 * 5 periods = £43.50 (TA time)</p> <p>Bedrock £4.99 * 15 students</p> <p>£74.85</p>	
<p>Intervention Hub / Centre</p> <p>Flexi is to be more tailored for learning needs of individual students. Students that require time away from the classroom environment, have anxiety issues or medical will be now timetabled into the Intervention Hub for support.</p>	<p>Flexito relocate to the intervention HUB in order that the learning needs for students are tailored to.</p> <p>Timetables for students reflect the support needed.</p>			
<p>Provision Map Software</p> <p>Implementation of the Provision Mapping Software:</p>	<p>Summer 2019</p> <p>Software integration to Bromcom</p> <p>Staff to start to enter EHCP students learning plans</p>		<p>Provision Map 1 £1,245.00 10% £1,120.50</p>	

<p>All Students Learning plans, tailored interventions, Medical records etc. will be recorded and used under this software.</p> <p>Provision for interventions both medical and academic will be also assessed and monitored via the software for impact.</p>	<p>K code students' information to begin to migrate across.</p> <p>Training for TAs 1 day</p> <p>Autumn 2019</p> <p>Training for all staff (inset day)</p>		<p>School Robins 1 £495.00 10% £445.50</p> <p>MIS integration (MIS per product except Class Charts) 1 £120.00</p> <p>0% £120.00 Total /yr £1,860.00 Discounted total /yr £1,686.00</p>	
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Staffing funded by pupil premium grant

Education Welfare Liaison and support	£950 per year
TA Specialist intervention Co-coordinator	£9856
Bespoke Curriculum	£10479
Mentoring	£3000
CEIAG Guidance Mentor	£4572.00 for PP Students
Counselling	£2567 for PP students
Mental Health	£3648 for PP students
TA Support in lessons for PP students	£30993