

Salendine Nook High School: Supporting Disadvantaged Students

Aims

At Salendine Nook we strongly believe that all pupils should be attaining at the highest level at which they are capable. They should have experiences and support to enable them to grow into well rounded, successful and confident adults. Our expectations of their achievement and behaviour should be as high as for non-disadvantaged pupils.

Background

The Pupil Premium is a government initiative that injects extra cash into schools according to the number of disadvantaged pupils in the school. The government has used entitlement to Free School Meals (FSM), Looked After Children (LAC) and children of Service Personnel as indicators of deprivation or need and have provided a fixed amount of money for schools per pupil based on the number of pupils eligible. Recently children who have been adopted from authority care since 2005 have also become eligible for funding.

Thus the following pupils are on our disadvantaged roll. Those who:-

- are presently receiving FSM
- have been in receipt of FSM in the last 6 years
- have a parent or guardian in the services
- have been recently adopted from authority care.
- are presently LAC

Pupil Premium Funding is not intended to be 'ring-fenced' and spend on a particular child but rather to be used to narrow the gap in attainment of this group as a whole by investing in successful strategies. Although there is evidence for a gap in attainment between Disadvantaged and Non- Disadvantaged, the reasons for this are complex and often subtle. Thus there is no 'one size fits all' solution to solving these challenges.

Key Principles

By following the Key Principles below we believe we can use our pupil premium funding to achieve maximum impact:

1) Raising Aspiration

- Staff believe in all children and have the highest expectation of achievement and behaviour regardless of whether pupils are Disadvantaged or not.
- There are no excuses made for underperformance against the pupils' targets based on their ability.
- There is a 'solution based' approach to overcoming barriers to learning and behaviour.
- Pupils are supported to develop high but realistic expectations of what they can achieve both academically and in personal growth.
- Underachievement at all levels will be targeted – not just lower attaining pupils or those on the C/D borderline.

2) Analysing Data

- The government requires us to track the achievement of disadvantaged pupils against other students to ensure that strategies we invest in have an impact on 'narrowing the gap' between the two groups.
- We will use data in order to remain aware of how all pupils are doing against their targets.
- We will use data to evaluate strategies invested in to ensure they have a positive impact on the achievement of disadvantaged pupils.

3) Identification of Pupils

- All teaching staff and support staff are aware of who their disadvantaged pupils are.
- All disadvantaged pupils will benefit in some way from funding.
- Pupils individual needs are considered so that funding is carefully targeted at their needs.

Maximising Achievement of Disadvantaged Students

Improvements in Day to Day Teaching

- We will continue our efforts to ensure that all pupils receive good or outstanding teaching.
- There will be increased emphasis on ensuring that the disadvantaged pupils in class are not falling behind their targets.
- In class support from ETAs, Learning Mentors and SEN staff will continue and be expanded if possible.
- Staff will look at the individual needs of pupils and may seek additional support to help overcome and barriers to learning they identify.
- Good practise within the school will be shared and we will draw on external expertise where necessary and available.

Individualising Support

- Attendance and punctuality of disadvantaged pupils will be carefully monitored and any shortfalls addressed.
- There will be additional support to overcome barriers to learning due to literacy weaknesses in the form of a Literacy Coordinator.
- Pupils who are identified as underachieving against their targets will be allocated time with a learning mentor who will address their individual needs.
- There will be additional support for disadvantaged pupils in times of crisis.
- Pupils whose behaviour in class or out reduces their ability to succeed will receive additional support from the Pupil Support Unit.

Extra- Curricular Support

- There will be increased support in 'homework club' which runs after school for an hour every day to ensure that all pupils have access to the help, advice and practical necessities such as internet access, printing, software or art materials necessary to do their homework and revision.
- There will be a breakfast club running from 8.15 am where pupils will have access to computer facilities and learning mentors. This will provide facilities for supported self-study.
- The library and Silent Study room will extend this support at lunchtime.
- Breakfast Clubs, Lunchtime Revision Sessions and After School Catch-Up and revision will continue to provide high quality support and tuition especially in the GCSE years and ensure all pupils have the opportunity to complete work and revise well.
- Easter and half term revision classes will also continue to be run to expand the opportunities for high quality learning.

Enhancement

- All disadvantaged pupils whose target grades suggest they could be capable of accessing Higher Education will receive input to ensure they are aware of their choices and are able to make a fully informed decision about their future.
- Disadvantaged pupils will receive additional support to ensure they develop as independent learners capable of self-organisation and with a bank of study skills on which they can draw
- Every effort will be made to ensure that disadvantaged pupils access opportunities to broaden and deepen their knowledge and skills e.g. accessing curriculum based Field trips, theatre trips, Duke of Edinburgh Award and Sports Activities

Monitoring and Evaluation

A wide range of data will be used to evaluate progress including:-

- use of target data
- analysis of behavioural data (detentions, exclusions and isolations)
- analysis of access to enhancement activities
- analysis of attendance data

Anonymised case studies will evaluate to impact of spending on individual pupils.

There will be an evaluation of the progress of disadvantaged pupils at RAG meetings (Raising Achievement Group).

A designated team will monitor how Pupil Premium money is spent within the school.

A named governor will undertake to oversee the support of disadvantaged students within the school.

An overview of the spending of the allocated money will be produce each year and publicised on the school website.