Review of Impact – Disadvantaged Strategy 2019/2020

Desired outcome	Chosen approach	Impact
Improve attendance of all disadvantaged students Target group C	Attendance of disadvantaged students is understood to be a priority for all. Training for all staff using the 'who they are' booklet ensures all informed of each disadvantaged students and their specific needs	In 19/20 the attendance for disadvantaged students was 89.6%. This slight decline on the previous year (90.2%) and still significantly below our expectation. This will remain high priority for academic year 20/21. For those with absence due to medical needs, school will ensure they have access to what they need via our online remote offer and support. Following lowered absence in November, we saw an improvement in December onwards. Attendance is an appraisal target for pastoral staff and leaders. In the academic year 19/20, the number of disadvantaged students involved in exclusions was 8. This is an improvement from the previous year when 16 disadvantaged students were involved. The 'who they are' booklet was circulated in September 2019, and staff feedback tells us that the information is useful for planning but also understanding the profile of each disadvantaged student
	Form tutors, PDMs and Pastoral Support Officers are fully trained in tracking attendance patterns, issues and how to effectively respond. They prioritise the attendance of disadvantaged students	All pastoral staff received training throughout the year to enable them to effectively track data of specific year groups and provide intervention. This enabled them to provide individual support and work with families to improve attendance
	Non-teaching pastoral leaders appointed support disadvantaged students to attend school.	2 non teachers appointed and provide attendance support across year groups. This includes attendance and wellbeing support.
	The attendance team prioritize first day calling for disadvantaged students and respond rapidly to nonattendance.	This happened daily.

	SLT Year group links meet with PDMs at least half termly to discuss the progress and attendance of disadvantaged students. Response plans agreed	This process enabled individual's low attendance and/or progress to be discussed and actions agreed. This lead to one to one intervention and support. This also informed planning for wellbeing support.
	PDMs appraisal includes the attendance of disadvantaged students	All PDMs have disadvantaged attendance as a target. Attendance for 19/20 was 89.6% compared to 90.2% in the previous year
	Network with schools are doing it well	Partnership work with Sefton schools, Rainford, Childwall to revise and update systems and approaches to improve attendance
	Support (eg breakfast passes and minibus collection) to get to school on time and rewards for improved attendance of disadvantaged students	The minibus collection and breakfast passes were utilized by specific groups of students. This was impactful for a small groups of students.
Strategic leadership	Further develop the quality of teaching through in school high quality and research based CPD delivered focusing on key areas – visible consistencies and CCR (Challenge, Creativity and Recall.) All disadvantaged students receive a broad, balanced and inclusive curriculum High quality and research based Trust CPD including Olevi, Teach Like A Champion and cross school collaboration. Robust monitoring of the quality of teaching across the school	In academic year 19/20 all CPD sessions focused on the development of knowledge rich curriculum and improving the Quality of Education. Outcomes improved with an overall P8 score for disadvantaged of -0.22. This is an improvement from the previous year. There was an improvement in 4+ English and Maths and 5+ English and Maths combination

Table (within Strategic leadership cell):

	18/19	19/20
Progress 8	-0.86	-0.22
English	-0.27	-0.41
Maths	-1.07	0
EBacc	-1.33	-0.35
Open	-0.66	-0.09

Legend box:

Green indicates an improvement

White indicates an improvement but not yet positive or a decline, but still a positive progress score

Red indicates a decline

Strengths of Yr. 11 Leavers
Progress of students in Maths, Geography, Computing, Food, Technology, Design Tech, Business, IT, PE CAMNAT, Construction is better than national from the SISRA collaborative and an improvement from last academic year

Coursework and/or vocational subjects have improved as a result of targeted strategies to reduce the time spent on coursework, increase the time for examination preparation and submit coursework units.

Based on last year's leavers, the following subjects/cohorts did not perform as well as intended (below non disadvantaged students using SISRA collaborative.) English, Trilogy Science (HATs), Separate Science (MATs), History (HATs), Geography (MATs), French (HATs), RE, Art, Drama, PE GCSE, Psychology (MATs), DT (HATs)

Progress of Males in the open bucket
Progress of Females in Maths and Ebacc

Data analysis shows that some subjects requiring extensive writing need to improve further. Therefore, next year we will focus on reading, writing, speaking (and English) to improve progress in these subjects

Key Priorities for current learners

Number of Subjects where the majority of disadvantaged students are on or above

	2018-19	**2019-20 AP2 (Spring)**	**Focus for Improvement**
Current Y8	10/13	10/13	English
Current Y9	12/13	7/13	English
Current Y10	11/13	6/13	English, Science
Current Y11	14/24	12/24	English, Maths, Trilogy Science, Business Studies

target:

All disadvantaged students have access to a broad and balanced curriculum and feedback from students regarding the options process has been positive. Support from the careers team has ensured that all disadvantaged students receive one to one support. This offer has been in place in recent years resulting in 0% NEETs.

		Work scrutiny of disadvantaged student's books showed that staff follow the subject curriculum maps, apply the marking policy and students are provided with feedback. A continued area for development is 'catch up' of work whilst absent. This is a focus area for the attendance strategy this coming year
Additional staffing Target group A	Additional staffing and smaller groups in core subjects to reduce class size and personalize the curriculum.	Set 0 outcomes: Smaller groups are KS4 resulted in improved outcomes *English Language* Group 1: P8 of 1.03 Group 2: P8 of 0.72 *English literature* P8: 0.72 *Maths* Group 1: 0.39 Group 2: 0.88
CPD for staff Target group A	Continue to deliver high quality CPD for staff to support them in raising standards in their classroom. In line with whole school theme of CCR (Challenge, Creativity, Recall) and visible consistencies. Provide staff with bespoke and high quality CPD focused on quality first teaching Staff will be provided with a range of training such as Olevi, Teach Like a Champion, INSET, Trust support to develop their teaching practice leading to improved achievement	A clearly planned approach to Trust wide professional quality first teaching 100% engaged and completed Collective CPDL (Phase 1) and 88% participated in Olevi programmes and/or TLaC CPD See above section showing progress of year groups
Curriculum subsidiaries Target Group A	Remove barriers to learning e.g. online subscriptions such as Hegarty Maths, revision materials, food before examinations and assessments, printing materials. Knowledge organisers, music tuition when appropriate	Education packs for disadvantaged students offered to Year 10 and 11 students. 100% of students utilising the packs told us that they had been helpful and supported their work. The overall P8 score improved

		All disadvantaged students in VI form have received Education Packs and feedback has been positive
Reading programmes Target Group B	Continue to raise the profile of reading and develop reading programmes Continue with Accelerated reading One to one and small group reading support Promote reading outside of English Raise the profile of reading Build effective reading habits Develop enjoyment of reading. This will build knowledge, concentration and literacy	From those students participating in Accelerated Reading programmes, 59% of girls and 63% of boys saw an increase in their reading age. All students will engage in the Literacy Cannon programme in 20/21
Continue to develop intervention programmes including after school, holidays and weekends. Target Group A	This will ensure intervention is targeted and effective in having the desired impact. The subject offer will be in all subject's core and options offering intervention systems.	The Open Bucket underperformed in the previous year. To improve this, intervention programmes were implemented. Work was completed by Feb half term and, in many cases moderated prior to Centre assessed Grades being inputted.
40 Days To Greatness Target Group A	A new programme will be launched initially with Year 11 and, following a trial period cascaded. The focus is on students leading their own learning – making best use of the knowledge organisers, after school intervention, classroom	40 days to greatness – a programme tracking individuals, involving form tutors and teams resulted in term 1 being 91%. This was 85% at the same time the previous year. 3 disadvantaged students received awards for exemplary completion of the programme

Table within "Continue to develop intervention" row:

	18/19	19/20
Business	-0.56	0.48
IT	-1.60	0.12
PE	-0.95	0.21
Health	-1.09	-0.13
Hospitality	0.55	-0.05
Dance	1.35	1.00

Green indicates an improvement

White indicates an improvement but not yet positive or a decline, but still a positive progress score

	experience, online learning etc. Particular focus will be on disadvantaged students progress on the programme reviewed weekly, fortnightly and after 40 days. Linked to rewards	
CEIAG support Target group A, C and D	All Year 9 disadvantaged students to receive bespoke priority support when making option choices so they are supported and informed. Year 11 disadvantaged students receive priority appointment for progression after KS4. Start Sept 19	Current figures show 0% of the disadvantaged cohort are NEET. 23% of disadvantaged students continued their studies at Deyes 17% of disadvantaged students progressed to a VI Form College 54% of disadvantaged students progressed to an FE college 6% of disadvantaged students progressed to apprenticeships From the disadvantaged cohort, 51% progressed to Level 3 courses. 43% progressed to Level 2 (26%,) Level 1 (11%) or Entry Level (6%) courses. However, these students have started studying courses in specific vocational/career sectors (Hairdressing, animal care, motor vehicle, coaching, welding, travel and tourism, beauty) 6% not recorded Our one to one approach with disadvantaged students have led to an increase in applications to FE, VI Form and colleges compared to the previous year No disadvantaged students left DHS last academic year (Yr. 7-11,) 86% of Yr. 12 students stayed with us in Yr. 13 (Note 1 student left to pursue an apprenticeship)
	All disadvantaged students to participate in the careers programme across the year. Careers team to secure participation	In Year 7, 8, 9, 10, 11: 100% attended at least one careers extracurricular activity. This included Term of Careers lessons, LJMU visitor sessions, Careers conventions.
Access to enrichment activities	Youth Connect programme Create a relevant enrichment programme that	7 sessions were delivered, with 3 families of disadvantaged students attending. Feedback from families includes:

including pastoral initiatives Target group A, B, C and D	meets the needs of disadvantaged students academically, sporting and pastorally to support progress and wellbeing.	Feedback at this point states 'the course has changed my mum skills for the better! Scaling techniques, more family time and more listening.' 'can't think of anything to improve. Really enjoyable and useful course'
Pastoral support Target group A,B,C,D	Each year group and class teacher lead will use the disadvantaged handbook to identify key cohorts and devise strategies to be applied through their lessons, form tutors and pastoral teams to improve progress, attendance, reading and wellbeing.	The who we are booklet was created and shared in September 2020. Class and subject plans were created to identify and track the progress of disadvantaged students at class and subject level level. See above section regarding the progress of year groups.
	Students support services are aware of disadvantaged students who have challenges and require support. They will use this to target support, monitor participation and impact. This information will be used to refine the offer if needed	31 disadvantaged students have accessed Student Support (for wellbeing) with all year groups represented. 5 families have been supported with Early Help Plans (56%) 100% of these plans now closed due to positive plan completion. PLAC students offered support (71% rise in identified PLAC students.) All information shared with staff. All LAC students are seen fortnightly as a minimum and all PEP and LAC meetings attended and fully supported Student Support Services provided extensive support to disadvantaged students needing support during lockdown. This included: Weekly phone calls, Teams meetings with families, Teams meetings with professionals, emailed wellbeing support, meetings with college support, transition support, A&E follow ups, risk assessments.