

The Holt School Pupil Premium Strategy Review of 2019-20

Aim:

- To raise the attainment of students from low-income families so they make the same level of progress as non-disadvantaged students..
- To increase social mobility

| 1. Summary information | | | |
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| School | The Holt School | | |
| Academic Year | 2019-20 | Total DA budget | £79050 |
| Total number of pupils | 1254 | Number of pupils eligible for DA | 83 |

| 2. Year 11 attainment 2019-20 | | |
|---|-----------------------------------|---|
| | Pupils eligible for DA (The Holt) | Pupils not eligible for DA (national average) or 'others' ¹ |
| % achieving 5 standards passes + GCSEs incl. EM | 75% | 95% (non DA at The Holt) |
| % achieving a standard pass in English | 94% | |
| % achieving standard pass in Maths | 81% | |
| Progress 8 score average | +0.6 (FFT) | +0.7 (FFT) for The Holt |
| Average GCSE Grade | 5.6 | 6.7 (non DA at The Holt) |

Notes:

1. The CAGs were higher than GCSE results in previous years, but in line with targets. All students were graded and then ranked within the grade to reflect an estimate of what they would likely have achieved, all things being equal, including any progress students would naturally have made between spring and summer. The process for grade setting was rigorous but realistic, with a teachers' optimism, ie using best assessment evidence.
2. The progress 8 score measures value added, the extent to which students exceeded their target grades based on their KS2 scores. The baseline for progress 8 is 0 and +1 would indicate a grade better in each subject. The FFT P8 for DA students = +0.6 and in English this was +0.5, Maths +1.1. +0.6 indicates that if the students took 10 subjects they would achieve a grade higher in six of the ten subjects against their predictions. We have used FFT data as national data has not been published.

3. *The Alps value added grade for our DA students was grade 1 indicating that they achieved very well.*

3. Executive Summary

Plans had to change to manage the coronavirus pandemic. The timeline of school closure and partial school closure was
Monday 23 March – Friday 12 June School closure for the majority of students with only keyworker/vulnerable student provision on site.
Monday 15 June – 17 July Partial reopening for Year 10 and Year 12 and Keyworker/vulnerable students

Most successful strategies 2019-20 (in no rank order)

Before school closure

- Provided structured support with literacy through well-planned intervention lessons after school by specialist English teachers.
- An LSS took on the responsibility of specialist literacy support and consolidated the work covered in English lessons in the Learning Link.
- An LSS took on the responsibility of specialist numeracy support and consolidated the work covered in maths lessons in the Learning Link. ICA curriculum for students who have not met the national expected standard during the Key Stage 2 SATS examinations
- Run an English+ course for students who are grade 3/4 in English.
- CPD on pedagogy – quality of feedback and the importance of reviewing schemes of work for content and sequencing.
- CPD on B4L to ensure lessons are conducive to learning and that staff had the same high expectations for all students.
- Seating plans ensured students were correctly placed to receive support
- Providing texts and study guides using DA funding.
- Study days during Feb half term in Maths for Year 11 students
- Structured alternative provision lessons for KS4 students who were not taking a language focussing on GCSE subjects and run by qualified teachers. .
- Making appointments for parents of DA students before the parents' evening booking system opened.
- One to one behaviour support for students who struggled with managing their emotions, relationships or coping with challenging circumstances out of school.
- Support from our careers manager for Year 11 students to ensure DA students made sensible and aspirational applications post 16.
- Extended work experience for four DA students on ASDAN course and for some students taking AP/ICA at KS4 instead of a language.
- Key marginal meetings - half termly professional planning meeting to review impact of interventions
- Tracking DA students take up of extracurricular activities from Year 7

During school closure and partial closure

Risk Factors for DA students of school closure and mitigation strategies

School closure could have led to slower rates of learning and there is a risk that the negative impact will be worse for students who are disadvantaged, vulnerable or SEN. Here is a summary of how we mitigated such risks during the school closure period March – July 2020

| Risks | Risk mitigation strategies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Restricted opportunities to engage with remote learning due to lack of technology</p> | <ul style="list-style-type: none"> • Week before lockdown when it was imminent HoY identified which students did not have access to technology. • Problem as some students thought their phones would suffice so as lockdown went on realised that remote learning from phones was unsatisfactory. Given out 25 laptops of which 16 went to DA students • School purchased 10 laptops two weeks into the school closure @£300. . <table border="1" data-bbox="683 619 1926 906"> <thead> <tr> <th colspan="3">Loan of laptops to DA students</th> <th colspan="3">Loan of laptops to vulnerable but not DA students</th> <th>Total</th> </tr> <tr> <th></th> <th>School</th> <th>WBC</th> <th>DFE</th> <th>School</th> <th>WBC</th> <th>DFE</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>4</td> <td>2</td> <td></td> <td>2</td> <td></td> <td>1</td> <td>9</td> </tr> <tr> <td>Year 8</td> <td>4</td> <td></td> <td></td> <td>3</td> <td></td> <td>2</td> <td>9</td> </tr> <tr> <td>Year 9</td> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>4</td> </tr> <tr> <td>Year 10</td> <td></td> <td></td> <td>2</td> <td>1</td> <td></td> <td></td> <td>3</td> </tr> <tr> <td>Year 11</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>12</td> <td>2</td> <td>2</td> <td>6</td> <td></td> <td>3</td> <td>25</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • DfE supplied five laptops for Year 10 students but used for other year groups too. • WBC/DFE supplied two laptops to two students who are under social care. | Loan of laptops to DA students | | | Loan of laptops to vulnerable but not DA students | | | Total | | School | WBC | DFE | School | WBC | DFE | Year 7 | 4 | 2 | | 2 | | 1 | 9 | Year 8 | 4 | | | 3 | | 2 | 9 | Year 9 | 4 | | | | | | 4 | Year 10 | | | 2 | 1 | | | 3 | Year 11 | | | | | | | | Total | 12 | 2 | 2 | 6 | | 3 | 25 |
| Loan of laptops to DA students | | | Loan of laptops to vulnerable but not DA students | | | Total | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | School | WBC | DFE | School | WBC | DFE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 7 | 4 | 2 | | 2 | | 1 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 8 | 4 | | | 3 | | 2 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 | 4 | | | | | | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 10 | | | 2 | 1 | | | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 12 | 2 | 2 | 6 | | 3 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Pressures at home meaning the learning environment at home is difficult</p> | <ul style="list-style-type: none"> • Known DA & vulnerable students invited to keyworker provision – see below • HOY contacts home weekly for DA students with most concerns and fortnightly for other DA students. • Teachers alert HOY if students not engaging with remote learning through homestudy@ inbox. HOY keeps a spreadsheet to identify trends amongst students. This triggers intervention by the HOY ie emailing student/calling home. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>Learning gap between DA and non DA widens if remote lessons are not planned or pitched appropriately</p> | <ul style="list-style-type: none"> • Maintain high expectations of students and of delivery of high quality teaching <ul style="list-style-type: none"> ○ Weekly remote CPD sessions (ppts/emails/recordings) during school closure to highlight to teachers <ul style="list-style-type: none"> ▪ elements of effective teaching are present ie clear explanations, scaffolding and feedback. ▪ how to add variety to remote lessons eg voice overs, you tube clips, forms, live audio and live video (KS5) – this all took time as teachers built up confidence and expertise. ○ Continued with pre covid timetable – did not ‘dumb down’ the curriculum with projects or reduce number of subjects/lessons. • Exam weeks for all Year groups – went very smoothly and girls coped well. Good to have some summative assessment to use to benchmark progress. Reviews out at the end of this term. <ul style="list-style-type: none"> ○ Some DA students from all Year groups sat exams at school, had papers printed and then scanned to teachers. |
| <p>DA students not having support from parents to help with remote learning</p> | <ul style="list-style-type: none"> • DA students confused by different platforms ie TEAMS/FROG/email – teachers reminded to post all work on Frog in addition to TEAMS or on email as students coped with Frog as a go to for instructions. Students competent with TEAMS now – a learning curve for all but good! • Students having to read instructions carefully – teachers to write them clearly. • For KS3 lessons – teachers set 30 mins of work for KS3 as it took students double the time to read/understand and complete. • SENCO assigned Learning support specialists to SEN students who email/call daily to check students are coping with the work. • HoY give tips on establishing good routines and how to organise the remote learning/time management. |
| <p>Parents not sure of expectations/routines and do not ask.</p> | <ul style="list-style-type: none"> • Weekly updates from co-heads and emails (every 3-4 weeks) from HOY to all parents • HOY call/email parents of DA students if daughter is late with work or a teacher highlights a concern. . HOY gives advice on how to supervise learning and appropriate boundaries • Problem was that some do not pick up phone or respond to emails. |
| <p>Year 10 DA students with 2.5 terms until GCSE</p> | <ul style="list-style-type: none"> • Invited to attend key worker provision on extra days to ‘bubble/option’ day if concerns about falling behind raised from teachers. • Monitoring of attendance to ‘live’ core lessons. |
| <p>Year 11 DA students lack confidence about post -16 destinations</p> | <ul style="list-style-type: none"> • HOY and tutors called home twice to date and email frequently. HOY calls every 2-3 weeks depending on need. Always ask about plans for post 16 • Set up A level bridging work for students joining the sixth form • EtonX module on interview skills and an online finance course. • Careers lead in close communication with students who are wavering with post 16 choices or who need more support. |
| <p>DA students feel isolated, burdened with stresses at home, cramped conditions and often no ‘space’ to relax and have some privacy.</p> | <ul style="list-style-type: none"> • HoY or student support contacting home by email or phone every 1-3 weeks depending on need. • Tutor calls home – will be three times by the end of term • Registration sessions started last week – live audio with 15 tutees at a time. • Nurturing Learning Support Specialist calls home to speak to SEN/DA girls. • Heads of House launching ‘up and running’ and house TEAMS ‘chat’ • Student leadership team writing to students • Staff film clip • Motivational emails from HOY and a film clip with a message. • Glebelands pen pal link • School counsellors have been available throughout school closure and seeing their students and taking new referrals. |

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| Food poverty | <ul style="list-style-type: none"> School uses the Edenred voucher scheme where parents receive an online voucher for £15 per week per child and can be redeemed at most supermarkets. 47/49 parents redeemed the vouchers. Two parents are able but choose not to – we reissue every week. We purchase TESCO vouchers for one student as there was no internet at home to use to redeem vouchers. |
| Students lose opportunity to take part in x-c activities at school | <ul style="list-style-type: none"> HOY have been reminding students to engage in activities at home and tutors have been asking in calls home. Most common activities amongst DA students are baking, tik tok, cycling, walking, looking after siblings, watching films |
| 4. Barriers to future attainment (for pupils eligible for DA) – these are addressed through the strategies outlined in the report. | |
| In-school barriers – these are generalised and there are many DA students where these barriers do not apply. | |
| A. | Low parental engagement – non-attendance at parent’s evening, parent information evenings |
| B. | Poor organisation – ingredients/ PE kit/ late home learning, lose books, don’t complete home learning |
| C. | Students sometimes not aware that hard work out of lessons and perseverance will make a difference to their achievement in school and often don’t stay after school for revision sessions, struggle to revise at home and do home learning. |
| D. | Gaps in knowledge, compared to students from higher income families, and this makes learning harder. Background knowledge is better for cognitive skills – helping students to make connections and learn more. |
| E. | No access to internet/computer at home |
| F. | Relatively low literacy skills |
| G. | Relatively low numeray skills |
| H. | Lack of funds to buy materials, books and attend day trips. |
| I. | Lack of knoweldge about post 16 options and so lack direction and aspiration. |
| J. | Limited opportunities so lack of confidence in stretching out of comfort zone. |
| External barriers | |
| J. | Low attendance rates – parent cannot take to school if miss bus, parents prefer student to be at home if feeling ill in morning as can’t pick up from school if become worse at school, culture of having a day off for a medical appointment, parent not firm enough with student, lack of ingredients or no/or dirty PE kit. Misses school to avoid after school detentions for not doing home learning. |
| K. | Challenging parenting – often a single parent struggling with money, illness (medical or mental), juggling the needs of siblings and poor accommodation. |
| L. | Parent has medical/mental health issues – struggle to cope with the demands of teenagers and so some teenagers can exploit this. |
| M. | Poor family relationships between parents and siblings; poor role modelling and student struggles to sustain their own friendships so avoids school or has a miserable time as friendship issues. |
| 5. Desired outcomes (<i>desired outcomes and how they will be measured</i>) | |
| | Success criteria |

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| A. | KS4 Disadvantaged students meet at least their target grades at GCSE | Headline figures for students eligible for DA are at least in line with the national average for pupils not eligible for DA. |
| B. | KS3 Disadvantaged students make at least expected progress year on year | 40% make more than good progress/above expected progress and 60% make good/expected progress. |
| C. | Year 11 students all move on to post 16 courses that offer direction for the future and social mobility | 100% of DA students move on to college courses or work place apprenticeships that will lead to higher education and/or employment opportunities. |
| D. | Disadvantaged students are fully integrated into school life; flourishing personally and socially. | All DA students in 2019-20 have taken part in at least two enrichment activities in school e.g. house events, an extra-curricular club or position of responsibility including representing their form on student council. |

6. Review of expenditure - Previous Academic Year 2019-20

Funding

2019-20 the government allocated a specific pupil premium grant to all schools and the funding was allocated based on £935 per FSM and £1900 per LAC student. A disadvantaged student is a student who has claimed free school meals in the last six years or is a Looked After Child or a child adopted from care. The number of students on roll at The Holt School 2019-20 who qualified as disadvantaged was 90, including one LAC students and six post look after children. The breakdown of these students into year groups was as follows Year 7 = 20, Year 8 = 26, Year 9 = 11, Year 10 = 17, Year 11= 16. The amount of disadvantaged funding allocated to The Holt School during the 2019-20 financial year was £79050. The higher number in Year 8 was due to the complicated roll out of Universal Credit.

I. Quality of teaching for all

| Desired outcome | Chosen action/approach | Explanation of action taken and rationale for the approach | Impact analysis –success achieved and lessons learned | Allocated Cost |
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| KS3 and 4 Disadvantaged students make expected progress year on year | Fund a SEN teacher, ICA LSA and administrative support for SENCo and Heads of Year. | The ICA curriculum begins in Year 7 for all students identified as below national literacy standards in KS2 SATs. ICA focuses on the development of curriculum access skills and the impact has been that all students have remained appropriately included in a mainstream curriculum. | The ICA curriculum cohort achieved a 90% grade 4-9 in GCSE English and 60% grade 4-9 in GCSE maths The 3 Year 11 students who followed the ASDAN course last year are all in further education or training. The school will continue to offer the ICA curriculum at KS3 and KS4. 21% (9/42) of the students taking ICA are DA and 29% are non DA but vulnerable. We spent 39% of the DA budget on learning link provision. | Cost £55100 |

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| | | <p>In 2019-20, there were 26 girls taking KS3 ICA there were three DA girls taking ICA and 7 vulnerable but not DA.</p> <p>The KS4 alternative curriculum aims to develop life and employability skills essential for life beyond The Holt.</p> <p>In 2019/20 there were 3 students on the ASDAN pathway who were DA and SEN. In the Year 10 cohort there were also 6 students, 2 of whom are DA/SEN.</p> | <p>The DA/SEN girls require proportionally more intervention compared to the DA girls who are not SEN to ensure they leave school with independence, the best grades they can achieve and experiences that will make them work/college ready.</p> <p>During the school closure the LL staff played a vital role in support DA and vulnerable students with remote learning and in running in school face to face provision for all year groups of SEN/DA and vulnerable/DA students. See above in executive summary.</p> | |
| | Learning Support specialists to continue to offer specialist intervention. | These KS3 students worked in small groups, with other SEN students during registration to consolidate their Maths and Literacy skills. | The impact was students identified with an SEN need and DA were able to straddle some specialist literacy and numeracy support in the learning link through whilst accessing all in the mainstream curriculum. During school closure, the learning support specialists TEAMS or called the students to help with the remote learning set in maths and English. | Cost £750 |
| | Accelerated Reader in Year 7 only | The school aims to raise whole school engagement in reading and had a specific focus on disadvantaged students. Teachers were able to monitor and track reading ages and receive data for each individual student about the time they have spent reading. | Year 7 engaged well with accelerated reader whilst in school but it lost momentum when school closed. | £2300 |
| KS4 Disadvantaged students meet their target grades at GCSE | Maths intervention classes after school and 4/5 borderline DA students invited to attend. | All year 11 DA students targeted a grade 4 or above were invited by the Maths department to attend after school intervention on a Wednesday and revision sessions on a Friday afterschool. | <p>The impact on results were excellent. DA the P8 for maths was +1.1 (FFT).</p> <p>7 DA students invited and attended</p> | Cost £720 |

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| | | Year 11 intervention sessions were started in the summer term of year 10 to reduce the time pressure in Year 11. | The after school revision sessions on a Friday were not well-attended and so abandoned after the PPEs. Then the school closed. | |
| | Half term study days for DA maths students in Year 11 | Maths department ran a study day in Feb half term. The intervention was targeted at students on less than grade 4, on the boundary of 4/5. | The maths department ran one study day in Feb half term which was well attended with 57 students attended. 16 DA students were invited and 11 attended. | |
| | Study day for Year 11 DA English students | This did not run due to school closure. These were very well attended and run by two experienced English teachers who were paid for the hour. | P8 for English was +0.6 (FFT) Definitely better to have intervention classes run by specialist English teachers and have LSS in literacy consolidating what has been covered in AP/ICA lessons. | £1000 |
| | English booster lessons after school on a Monday to invited students. | | | |
| | KS4 DA students have small group tuition after school with subject specialists. | Key marginal meetings discussed who to target. German, French, science and drama ran one to one sessions. | The German and maths tuition meant that the students achieved a grade 4 or above. The students taking German would have dropped it if it wasn't for the tuition. | £400 |
| KS4 Disadvantaged students meet their target grades at GCSE KS3 Disadvantaged students make expected | Parent workshops for KS3 and KS4 to give advice on supporting students during exams, with some anxiety advice from the EP and also on resilience. , | A successful study skills workshop for Key Stage 4 parents was run by the HOYs at KS4 about 80 parents turned up and invites were sent to all DA students. DA parents who did not attend were sent the ppt. Our EP delivered a session on anxiety. Due to the pandemic, the KS3 study skills workshop was cancelled and a ppt sent out to parents. DA students will be given printed copies of 'what to revise' in preparation KS3 assessments | All DA parents called to be invited to attend the four that didn't were sent a ppt home. DA students P8 = +0.6 At KS3, at the end of the summer term, 23% of DA students were below target in maths, 16% were below target in science and none were below target in English. In addition, proportionally more DA students | Cost Nil |

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| progress year on year. | | | were below target in the MFL subjects, art and technology. To target the students below target in core subjects and in MFL/Art for catch up in Autumn/Spring term 20/21 | |
| | To ensure the most able DA students make expected progress and do not fall behind their peers of similar ability. | The lead for potential high achievers ensured these DA students were invited to any extra-curricular opportunities. | Both of our high PA students achieved grade 6 or above in their GCSEs and they have gone on to study A levels at The Holt. To work with the more able in Year 9 and 10 so they are ready for the pressures of Year 11. To roll out the peer mentoring between Year 12 and Year 10 and Year 10 and Year 7/8 more able. | Cost Nil |
| | Refresh teaching staff, LSAs, cover supervisors and student support on what it means to be a disadvantaged student and the most effective strategies to boost academic progress | SENCO and Cover supervisors attended training on behaviour, how to support student but encouraging independence in learning. School closure curtailed the training on what it means to be a DA students. | During Lockdown, the LSAs and CS spent a lot of time with DA students in school and for LSA supporting on line and so understood the needs of DA students eg organisation, equipment and support in understanding instructions. To deliver a DA training session to support staff. | Cost: Nil |
| | Year 10/11 DA students taking ASDAN to be offered an extended work experience block | Work experience was cancelled due to pandemic. However, one student worked at a café for one session a week to help her self-esteem. | All Year 11 ASDAN students are now in further education. | Cost - Nil |
| | Behaviour support and counselling | Counselling has been provided for those that request it, in a confidential setting. 12 DA students have engaged with counselling over the year....about 20% | The new triage system has allowed the school to prioritise the most vulnerable students. | Cost £1700 |

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| | | of total numbers engaging at some point with counsellors | | |
| | Attendance at parents' evening and parents information evenings. | <p>Student support have made phone calls to all DA parents ahead of the opening of Parent's Evening to book convenient appointments, resulting in an increase in attendance.</p> <p>Parents of DA students will also be telephoned re. parent information evenings</p> | <p>HOY now record the actual number of DA parents that attend parents evening and for those that don't they followed up with a phone call and set up a round robin to share with parents and student.</p> <p>Up to school closure 53/64 DA students had parents attend. All 11 students whose parents did not attend have had round robins and their parents updated with progress.</p> <p>All other parents' evenings were cancelled but HOY called up DA parents following the issue of reviews where there were concerns.</p> | Cost Nil |
| | Home learning club after school in the learning link and LRC | <p>Home learning club was held in the LL for SEN students of which some were DA.</p> <p>Home learning club was held in LRC for all students and HOY to target DA if home learning is an issue. Funded a cover supervisor and two sixth formers to be in the club every night to offer support.</p> | <p>This was well attended by DA and non DA students – mostly KS3.</p> <p>The HoY needs to send formal invites to students persistently not handing home learning in on time.</p> <p>Next year the CS taking the club needs to monitor amount of DA students attending the after school home learning club.</p> | Cost £900 |
| Year 11 students all move on to post 16 courses that offer direction for the future. | The careers manager worked with Year 11 DA girls in making applications to college | The careers manager offers 1:1 or group sessions to all DA students to explore post 16 options. The careers manager will help students to complete applications, accompany students on college visits and give advice on contingency plans following results day. The Learning link offer intensive support to students identified as SEN/DA. | <p>All the DA girls have taken up places at college (Level 3 and 2 courses) or A levels in the sixth form.</p> <p>Our learning Support Assistants visited colleges with SEN/DA students who needed support to find appropriate provision – this was successful.</p> | Nil |

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| | | Year 10 WEX was cancelled due to the pandemic. | | |
| Financial barriers to learning are removed | Payment of ingredients and equipment for practical subjects for all DA students | Food ingredients were bought on a small number of occasions. This enabled students to fully participate. Food have reported that they rarely have girls without ingredients. Extra Art equipment was purchased for a GCSE student. | Continue with support from food dept but this has been less of an issue with the introduction of the detention system. The impact is students are able to participate fully in the curriculum. | Cost £280 |
| | Fund revision guides and equipment | Revision guides were paid for last year and given to all Year 10 DA students and to Year 11 DA students who had lost them. Identified DA students working from tablets and phones – purchased laptops for remote learning | Revision packs were automatically ordered for the relevant students. This had a positive impact because the revision materials were available for students when they needed them rather than waiting for them to order. Purchase of student laptops 16@£300 = £4800 | Cost:£1600 £4800 |
| Disadvantaged students are fully integrated into school life; flourishing personally and socially. | Attendance officer to monitor absence and HOY/EWO to take appropriate action – 2 hours per day | Attendance officer contacted DA parents on first day of absence and asked about lessons, resources and transport. The names were emailed daily to HOY and SENCO – just in case they were aware of any issues e.g. friendship problems or uniform. Supportive attendance panel meetings held with parents. | Daily reports were circulated by the attendance officer, and include focus on DA groups; allowing easy reference for HoYs. The attendance figure for DA student was 92% (compared to 96% for whole school).11 DA students were persistent absentees. The attendance lead is working on reducing the number of persistent absentees and calling up DA students who are absent after second broken week. | Cost £3000 |
| | Fund essential day trips | Trips were curtailed due to the pandemic. Rushall farm went ahead, Ufton court and a few trips run by departments. | Trips organiser ensures DA students do not pay. | Cost £500 |

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| | Fund any extracurricular activities in school | Enrichment activities were postponed due to the pandemic but before activities paid for 22 DA students (27% of DA girls) including art club, strictly street dancing, taxis to Pathill (outward bound) and singing lessons with Berkshire maestros. | Staff running x-c activities to organise payment via finance office or through HOY. X-C coordinator to target DA students to increase % of participation. | Cost £1000 |
| | Write to DA parents to outline support available. | Letter was sent home in Autumn term to all parents to remind of entitlement. | To be repeated yearly. This does not result in many new referrals, but it is important information to share with all parents. | Cost Nil |
| | SEN department takes SEN/DA girls on local visits to develop personal safety awareness/ life skills.. | The ASDAN girls continued their successful weekly café activity, having achieved their food hygiene award. | To plan some charity fund raising events in school. | Cost Nil |
| | Mentoring through Path Hill outward bound and AP through Cranberry college | DA/SEN student attended Path Hill once a week for a term and one day a week support from Cranberry college. | Positive experience and the programme supported the needs of the student. | £5000 |
| | Contribute £300 towards residential trips for KS3 and 4 DA students. | None – all cancelled due to the pandemic. | Students continue to take up entitlement and look to see which students have not taken up the entitlement in year 8 and 9 as trips ebb out at KS4. To pay for one residential trip for all DA students at KS3. | Cost: Nil |
| Total cost | | | | £79050 |
| I. Other approaches | | | | |

| <p>Disadvantaged students are fully integrated into school life; flourishing personally and socially.</p> | <p>DA student mentoring by HoY twice each half term</p> <p>Conversations are logged.</p> | <ul style="list-style-type: none"> All DA students that wished to take part were seen at least once by HOY each half term. Twice a half term was not manageable. . A mentoring pack was produced based around the “Signs of Safety” model to structure the conversation.. HOY ask them about life out of school, what they are happy about, what they worry about and their dreams. They go through home learning schedules, prioritise work, discuss what is going well and why, how they can improve other areas highlighted from reviews and discuss revision methods for assessments. All DA girls are asked to scale how they find school. | <p>Impact was good during the lockdown period, DA students were contacted every two weeks. Will continue once a half term this year.</p> <p>Summary of engagement of DA students since school closure</p> <table border="1" data-bbox="1227 571 1807 912"> <thead> <tr> <th></th> <th>Fully engaged – no issues</th> <th>Engaged but some issues</th> <th>No engagement/ nothing completed</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>11</td> <td>5</td> <td>4</td> <td>20</td> </tr> <tr> <td>Year 8</td> <td>16</td> <td>5</td> <td>5</td> <td>26</td> </tr> <tr> <td>Year 9</td> <td>7</td> <td>4</td> <td>0</td> <td>11</td> </tr> <tr> <td>Year 10</td> <td>13</td> <td>4</td> <td>0</td> <td>17</td> </tr> </tbody> </table> <p>HoY persevere with the students and parents who are not engaging with calls/emails and we are moving on to live TEAMS meetings. The problem is that often parents do not respond to calls/emails, are powerless at home or just have given up as finding home schooling too stressful but at the same time do not want to send daughter into school. Once school is open, we will need to assess gaps and create a catch up programme in the core subjects for KS3.</p> <p>Summary of the key themes that DA students have raised in conversations with tutors and HoY</p> <table data-bbox="1285 1289 1783 1366"> <tr> <td>Missing friends Bored</td> <td>Lessons can take 1-2 hours to complete</td> </tr> </table> | | Fully engaged – no issues | Engaged but some issues | No engagement/ nothing completed | Total | Year 7 | 11 | 5 | 4 | 20 | Year 8 | 16 | 5 | 5 | 26 | Year 9 | 7 | 4 | 0 | 11 | Year 10 | 13 | 4 | 0 | 17 | Missing friends Bored | Lessons can take 1-2 hours to complete | <p>Cost = Nil</p> |
|---|--|--|--|-------|---------------------------|-------------------------|----------------------------------|-------|--------|----|---|---|----|--------|----|---|---|----|--------|---|---|---|----|---------|----|---|---|----|--------------------------|--|-------------------|
| | Fully engaged – no issues | Engaged but some issues | No engagement/ nothing completed | Total | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 7 | 11 | 5 | 4 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 8 | 16 | 5 | 5 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 | 7 | 4 | 0 | 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 10 | 13 | 4 | 0 | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Missing friends Bored | Lessons can take 1-2 hours to complete | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | |
|--|--|--|--|--|---------------|
| | | | Not falling behind with work Ramadan Technology – old laptops Some girls spend too long on work | Sad Prom was cancelled Thinking about post 16 Revision | |
| | | | | Budgeted cost for academic year 2019/20 | £79050 |
| | | | | Total cost for academic year 2019/20 | £79050 |

Anne Kennedy Nov 2020