

# The Holt School Disadvantaged Strategy 2018-19

## Introduction:

This strategy replaces the school's Pupil Premium Strategy. It represents how the School intends to best provide for students who are deemed to be disadvantaged due to their family, social or economic circumstances. The school receives additional funding for these students. This strategy sets out how the school will spend that funding and why.

## 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 |                 |                                  |        |
|------------------------|-----------------|----------------------------------|--------|
| School                 | The Holt School |                                  |        |
| Academic Year          | 2018-19         | Total DA budget                  | £75330 |
| Total number of pupils | 1254            | Number of pupils eligible for DA | 75     |

| 2. Year 11 attainment 2017-18                   |                                   |   |
|---|-----------------------------------|---|
|   | Pupils eligible for DA (The Holt) | Pupils <b>not</b> eligible for DA (national average) or 'others' <sup>1</sup> |
| % achieving 5 standards passes + GCSEs incl. EM | 35%                               | 66.9%   |
| % achieving a standard pass in English          | 60%                               |   |
| % achieving standard pass in Maths              | 50%                               |   |
| Progress 8 score average                        | -0.23                             |   |
| Attainment 8 score average                      | 32.53 (~grade 3)                  |   |

## Notes:

1. To benchmark the progress of disadvantaged students, it is recommended schools measure the DA performance against the national average of students who are not DA. It is argued that measuring against the national average for DA students is not aspirational.
2. The Year 11 DA cohort this year was made up of 20 students, 8 students of whom were low prior attainment, 9 middle prior attainment and 3 high prior attainment.

3. *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.*

*Given our cohort, 13 students did not study a language or a humanities subject and this is reflected in the low progress 8 score. P8 for DA students = -0.23 and in English this was 0.35, Maths -0.10, Ebacc -0.52 and open slots 0.39. -0.23 indicates that if the students took 5 subjects they would achieve a grade lower in four of the five subjects against their predictions. 4 of our low prior attaining students took Number and Measure level 1 as they were unable to access GCSE maths. 3 of the 4 passed.*

### 3. Executive Summary

Most successful strategies 2017-18 (in no rank order)

- Providing structured support with literacy through small group booster sessions and specialist Literacy support
- ICA curriculum for students who have not met the national expected standard during the Key Stage 2 SATS examinations
- CPD on pedagogy – principles of instructions alongside cognitive science/memory to improve the effectiveness of teaching to ensure students know and remember and so make progress.
- CPD on B4L to ensure lessons are conducive to learning and that staff have the same high expectations for all students.
- Seating plans to ensures students are correctly placed to receive support
- Providing texts and study guides using DA funding.
- Study days during Feb and May half term and Easter in Maths and English for year 11 students
- Structured alternative provision lessons for KS4 students who were not taking a language focussing on English and maths.
- Enrichment trips for all year groups ranging from visits to riding stables, traveling to a cafe using public transport to residential trips.
- Making appointments for parents of DA students before the parents' evening booking system opens.
- One to one behaviour support for students who struggle with managing their emotions, relationships or coping with challenging circumstances out of school.
- Support from our careers manager for year 11 students to ensure they make sensible and aspirational applications post 16.
- Extended work experience for students on ASDAN course
- Key marginal meetings - half termly professional planning meeting to review impact of interventions
- Senior Leadership Team mentoring meetings
- Home visits to pick up students who are absent from school

Least successful strategies 2017-18

- DA appraisal targets for all teachers did not have a huge impact on Year 11 as it was really just seating plans and marking books first. Perhaps the emphasis should have been on pedagogy in explanations and encouraging students to remember.
- Monitoring and tracking of DA students to ensure they take up their residential trip entitlement – it should be taken at KS3 when there are more trips.

### 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.

|           |   |
|-----------|---|
| <b>A.</b> | Low parental engagement – non-attendance at parent's evening, parent information evenings             |
| <b>B.</b> | Poor organisation – ingredients/ PE kit/ late home learning, lose books, don't complete home learning |

|   |  |  |
|---|--|--|
| <b>C.</b>   | 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.  |  |
| <b>D.</b>   | 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.  |  |
| <b>E.</b>   | No access to internet/computer at home   |  |
| <b>F.</b>   | Relatively low literacy skills   |  |
| <b>G.</b>   | Relatively low numeray skills  |  |
| <b>H.</b>   | Lack of funds to buy materials, books and attend day trips.  |  |
| <b>I.</b>   | Lack of knoweldge about post 16 options and so lack direction and aspiration.  |  |
| <b>J.</b>   | Limited opportunities so lack of confidence in stretching out of comfort zone.   |  |
| <b>External barriers</b>  |  |  |
| <b>J.</b>   | 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. |  |
| <b>K.</b>   | Challenging parenting – often a single parent struggling with money, illness (medical or mental), juggling the needs of siblings and poor accommodation.   |  |
| <b>L.</b>   | Parent has medical/mental health issues – struggle to cope with the demands of teenagers and so some teenagers can exploit this.   |  |
| <b>M.</b>   | 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.  |  |
| <b>5. Desired outcomes (desired outcomes and how they will be measured)</b> |  |  |
| <b>A.</b>   | KS4 Disadvantaged students meet at least their target grades at GCSE   | Success criteria<br>Headline figures for students eligible for DA are at least in line with the national average for pupils not eligible for DA.   |
| <b>B.</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.  |
| <b>C.</b>   | 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.   |
| <b>D.</b>   | Disadvantaged students are fully integrated into school life; flourishing personally and socially.   | All DA students in 2018-19 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 2017-18

### Funding

2017-18 the government allocated a specific disadvantaged grant to all schools and the funding was allocated on the basis of £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.

The number of students on roll at The Holt School 2017-18 who qualified as disadvantaged was 72, including 3 LAC students. The breakdown of these students into year groups was as follows Year 7 = 8, Year 8 = 12, Year 9 = 13, Year 10 = 19, Year 11= 20. The amount of disadvantaged funding allocated to The Holt School during the 2017-18 financial year was £75330

### 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 |
|---|---|---|---|----------------|
| <b>KS3 and 4 Disadvantaged students make expected progress year on year</b> | Fund a SEN teacher, ICA LSA and administrative support for SENCo and Heads of Year. | <p>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.</p> <p>In 2017/18 there were 4 students on the ASDAN pathway, 3 of whom were DA/ SEN. In the year 10 cohort there were also 4 students, 3 of whom are DA/SEN. The KS4 alternative curriculum aims to develop life and employability skills essential for life beyond The Holt.</p> | <p>The ICA curriculum cohort achieved a 100% pass rate in GCSE English.</p> <p>The four Year 11 students who followed the ASDAN course last year are all in further education or training.</p> <p>The school will continue to offer the ICA curriculum at KS3 and KS4</p> | Cost £55000    |
|   | Learning Support Assistant registration intervention sessions                       | 18 students were identified as DA and SEN. These students worked in small groups during registration to consolidate their Maths and Literacy skills. 2 students at  | The impact was students identified with an SEN need and DA remained appropriately included in the mainstream curriculum   | Cost £750      |

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|  |   | a time were invited to revision sessions with a learning support specialist.   |   |            |
|  | Accelerated Reader                                    | 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 and 8 were enrolled on to it.   | Accelerated reader had the largest engagement figures in year 7. The amount of licenses purchased will therefore be reviewed for the new academic year.   | £3621.50   |
| <b>KS4 Disadvantaged students meet their target grades at GCSE</b> | Maths intervention classes after school               | 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 in the spring term.<br><br>Year 11 intervention sessions were started in the summer term of year 10 to reduce the time pressure in year 11.<br><br>10/20 DA students attended the summer term sessions | The impact on results was positive for one higher intervention class (11 students, target grades of 7+). It was also positive for those turning up optionally on a Friday afternoon (a higher percentage pass rate and 9-7 for this group when analysed vs the rest of the cohort).<br><br>It was suggested to split the intervention classes into smaller groups for our very lowest attainers. Difficulties came in practice when organising available staff, and staff willing to take part, even with the additional pay. | Cost £400  |
|  | Half term study days for DA maths students in year 11 | Maths department ran study days in half term and Easter. 11 DA students were invited, 7 attended and for the May half term 9 DA students were invited and 6 attended. The intervention was targeted at students on less that grade 4, on the boundary of 4/5 and for those who should be at grade 7/8.   | The impact of this intervention was 50% (10/20) of students achieved a grade 4 or above. 3 DA students were not entered for the GCSE and instead studied the Level 1 Number and Measure award. The remaining 7 were below target.   | Cost £1000 |

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|  |   |  | <p>Staffing was managed much better this year, dates were agreed much earlier and this made it easier for students to plan. Dates for were agreed with the English department to make sure that there are no clashes. Two members of staff have taken responsibility for the intervention sessions.</p> <p>Grouping combinations will be carefully considered to make sure there is a calm and purposeful working atmosphere.</p> |          |
|  | Study day for Year 11 DA English students   | Easter holiday study days were organised to cover key areas for improvement, and selected students were invited, receiving support with language and literature questions that were proving difficult. 11 Disadvantaged students were invited and 8 attended.  | <p>60% of DA students achieved a grade 4 or above in GCSE English.</p> <p>The English department will continue to target all relevant students.</p> <p>A large proportion of DA students also have Special Educational Needs. The English department will develop a greater link with the SEN department this year to allow for greater collaboration in interventions on offer.</p>  |          |
| <p><b>KS4 Disadvantaged students meet their target grades at GCSE</b></p> <p><b>KS3 Disadvantaged students make expected</b></p> | Parent workshops for KS3 and KS4 to give advice on supporting students during exams, with some anxiety advice from the Educational Psychologist and also workshops on resilience. | A successful exam anxiety workshop run by ARC was held with 90 parents attending. In addition to this there was an Educational Psychologist workshop for KS3 parents and a study skills workshop for Key Stage 4 parents. Feedback from the evaluation forms were all positive and the information contributed to parents supporting their daughters. Invites were sent to all DA parents. | <p>Student support are vital in making home contact with parents to encourage attendance. To continue with these sessions. Personalised calls should be made to the parents of DA students.</p> <p>To improve further, we need to record the number of DA parents that actually attend and follow up with those that do not attend to arrange to send slides/resources.</p>   | Cost Nil |

| progress year on year. |   |  |   |            |
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|                        | To ensure the most able DA students make expected progress and don't fall behind their peers of similar ability.  | The lead for potential high achievers ensured these DA students were invited to any extra-curricular opportunities. They were mentored by SLT and their data was scrutinised when their progress reviews were published.   | Our PHA DA achieved all her target grades which were A*/As.<br><br>Most able DA students are maintaining their progress and taking up opportunities that challenge them. This year students will be invited to nurturing workshops by the PHA Coordinator, to support emotionally as well as academically.<br><br>PHA coordinator will mentor PHA DAs rather than SLT | 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 | DA was a focus in a number of staff meetings. All departments identified four strategies to support DA students in their classes. All staff were given a DA target in their appraisal.<br><br>In addition to this staff received CPD on pedagogy and behaviour for learning to ensure that all students continue to receive outstanding teaching and expectations are high for all.<br><br>The pen portraits were not refreshed, however, a more accessible system has been introduced on sims so HOY can update the pen portraits more regularly. | Staff updates through staff meeting and tutor meetings.<br><br>The appraisal target were very general i.e. seating plans or mark first.   | Cost Nil   |
|                        | Year 10/11 DA students taking ASDAN to be offered an extended work experience block   | The Year 11 ASDAN group have 3 students who were identified as DA/SEN. These 3 students all successfully engaged in a two weeks extended work experience placement. Year 10 ASDAN students will participate in block work experience places during year 11.  | The impact has been an improvement in communication skills and confidence when dealing with unfamiliar adults and surroundings.   | Cost £2000 |

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|  |  |  | <p>All Year 11 ASDAN students are now in further education and have an interesting and busy CV to help find part time jobs.</p> <p>This year a Learning Support Assistant will accompany students lacking in confidence on a preliminary visit. This will help overcome any initial communication barriers and ensure that the student is fully engaged in the work environment.</p> |            |
|  | 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.  | <p>The new triage system has allowed the school to prioritise the most vulnerable students.</p> <p>We have had to reduce counselling provision for the whole school, but DA students have remained the priority. Students have been able to cope on the reduced hours</p>  | Cost £2800 |
|  | Parental engagement  | <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>       | Record the actual number of DA parents that attend and follow up the parents who do not.   | 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 to be in the club every night to offer support.</p> | <p>This is well attended by DA and non DA students alike. HoY needs to send formal invites to students persistently not handing home learning in on time.</p> <p>The Learning Link need to track attendance at the lunchtime home learning club.</p>   | Cost £900  |



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|   |  |   | HoYs need to monitor amount of DA students attending the after school home learning club.   |   |
| <b>Year 11 students all move on to post 16 courses that offer direction for the future.</b> | 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. | To continue next year, with tracking from our Careers Manager.<br><br>18/20 of the DA girls have taken up places at college (Level 2 and 3 courses) or A levels in the sixth form. 2 students are likely to be NEETs; one was a school refuser and the other is still receiving support and encouragement from our careers manager.<br><br>Learning Support Assistants will visit colleges with SEN/DA students who need support to find appropriate provision. | Cost £2000  |
| <b>Financial barriers to learning are removed</b>   | Payment of ingredients and equipment for practical subjects for all DA students    | Food tech ingredients were bought on a small number of occasions. This enabled students to fully participate. Food tech have reported that they rarely have girls without ingredients.<br><br>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.<br><br>The impact is students are able to participate fully in the curriculum.   | Cost £128   |
|   | Fund revision guides and equipment   | 130 revision guides were paid for last year.  | Revision packs are 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.  | Cost of revision guides:£1270<br><br>Equipment: £1227 |

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| <p><b>Disadvantaged students are fully integrated into school life; flourishing personally and socially.</b></p> | <p>Attendance officer to monitor absence and HOY/EWO to take appropriate action – 2 hours per day</p>        | <p>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.</p> <p>Supportive attendance panel meetings held with parents.</p> <p>DA attendance was poor at 91.0%</p> | <p>School has created a role for a middle leader member of staff to focus on attendance, supporting all student groups, including DA.. Daily reports are circulated by attendance officer, and include focus on DA groups; allowing easy reference for HoYs. The attendance figure has remained at 91% for the second consecutive year. The attendance lead has identified a system to quickly identify persistent absentees and is making greater use of the Education welfare Service.</p> <p>To record number of DA FPN.</p> | <p>Cost £3000</p> |
|  | <p>Fund essential day trips</p>  | <p>47 Day trips were paid for</p>  | <p>Trips organiser ensures DA students do not pay.</p>  | <p>Cost £1820</p> |
|  | <p>Fund any extracurricular activities in school</p>   | <p>31 enrichment activities have been paid for, along with required items, such as football boots.</p>   | <p>Staff running x-c activities to organise payment via finance office or through HOY</p>   | <p>Cost £883</p>  |
|  | <p>Write to DA parents to outline support available.</p>   | <p>Letter was sent home in Autumn term to all parents to remind of entitlement.</p>  | <p>To be repeated yearly. This does not result in many new referrals, but it is important information to share with all parents.</p>  | <p>Cost Nil</p>   |
|  | <p>SEN department takes SEN/DA girls on local visits to develop personal safety awareness/ life skills..</p> | <p>ASDAN students were taken to the stables to teach them about healthy living and the importance of exercise. The ASDAN girls continued their successful weekly café activity, having achieved their food hygiene award.</p> <p>The students set up the cafe, welcome and take orders and then have conversations with members of staff.</p>                  | <p>Impact has been that visiting the stables allowed students to develop communication skills and take part in an activity that improved their core strength and gross motor skills.</p> <p>Opportunities to develop skills can be straightforward to provide e.g. the Café. The Learning Link Cafe has developed student's communication skills, organisation, confidence with speaking to a variety of adults and general responsibility. All students who</p>  | <p>Cost Nil</p>   |

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|  |   |   | <p>participate have gained their level 1 food safety awareness certificate.</p> <p>To plan some charity fund raising events in school.</p>  |            |
|  | Mentoring through RFC Choices programme   | Two students attended a six-week intervention designed to engage students in education.   | The mentoring that occurred on the journey to and from the programme was just as powerful as the activity itself, so the whole experience was positive, in addition to making the girls involved feel really valued. One of the two students will continue this year. The student continuing the provision has already achieved her FA young coaches award and will hopefully progress to the next level. | Cost £800  |
|  | Contribute £300 towards residential trips for KS3 and 4 DA students.  | 3 residential trips were paid for. One student attended the ski trip, a second participated in the school music tour and the third attended the La Pre Catelan trip. The impact is that these trips become more inclusive and more accessible to more students.           | Students continue to take up entitlement and look to see which have not taken up the entitlement in year 8 and 9 as trips ebb out at KS4.   | Cost £1230 |
| <b>Budgeted cost</b>   |   |   |   |            |
| <b>I. Other approaches</b>   |   |   |   |            |
| Disadvantaged students are fully integrated into school life; flourishing personally and socially. | <p>DA student mentoring by SLT</p> <p>DA students are seen by an assigned SLT member after every review to discuss progress</p> | All DA students that wished to take part were seen at least once by a member of SLT. A mentoring pack was produced based around the "Signs of Safety" model to structure the conversation. Students and SLT appreciated the value of these one to one mentoring sessions. | To re-evaluate the method of mentoring and timings to make it more manageable for the SLT members.  | Cost = Nil |
| <b>Budgeted cost for academic year 2017/18</b>   |   |   |   |            |

|   |            |
|---|------------|
|   | £75330     |
| <b>Total cost for academic year 2017/18</b> | £78,829.50 |

**7. Planned expenditure - Academic Year 2018-19**

The table below provides information about the profile of DA students for the academic year 2018/19.

|         | No of DA students | No of FSM students | DA and SEN | FSM and SEN | DA and EAL | FSM and EAL |
|---------|-------------------|--------------------|------------|-------------|------------|-------------|
| Year 7  | 22                | 10                 | 1          | 0           | 7          | 4           |
| Year 8  | 12                | 6                  | 1          | 2           | 3          | 3           |
| Year 9  | 14                | 3                  | 3          | 2           | 2          | 0           |
| Year 10 | 13                | 4                  | 1          | 1           | 1          | 0           |
| Year 11 | 18                | 8                  | 4          | 2           | 5          | 0           |

The estimated budget for this year is: £73865.

**II. 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? |
|-----------------|------------------------|---|---|------------|--------------------------------------|
|                 |                        |   |   |            |                                      |

|   |  |  |   |            |                              |
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| <b>KS3 and 4 Disadvantaged students make expected progress year on year</b> | Continue to fund an SEN teacher, an ICA LSA and administrative support for the SENCO and HoY.          | See table 6.1 above for detail.<br><br>Following the success of previous cohorts, this year the provision has evolved to meet the needs of the incoming year group and therefore in addition to the above a Health and Social Care level 1 course will also be funded. This allows students to study a greater breadth of subjects.<br><br>EEF Oral language impact +5                 | Through an ICA evaluation, including views of parents, students and reflecting on post 16 destinations. | Ma and Gri | July 2019<br><br>Cost £55000 |
|   | Learning support specialists to continue to offer specialist intervention.                             | Following the successful interventions delivered by the learning support specialists last year we would like to extend this provision to offer additional support to more DA students across all years. Therefore in 2018/ 19 Learning Support Assistants will be leading the peer tutoring scheme. They will train students, provide resources and monitor the impact of the sessions | Review grades will be monitored in English and Maths to identify impact of intervention offered.        | MA         | Nil                          |
|   | Accelerated reader in year 7 only  | Reading engagement figures were highest in year 7 and therefore to ensure value for money, licenses purchased will be limited to year 7 only.  | English teachers will monitor engagement during fortnightly library lessons.                            | MZ         | £1810                        |
| KS4 Disadvantaged students meet their target grades at GCSE                 | Maths intervention class after school and C/D borderline Disadvantaged students are invited to attend. | See table 6.1 above for detail   | Numbers of students attending and feedback after sessions and results.                                  | TI         | June 2019<br><br>Cost £400   |
|   |  | EEF small group tuition +4 impact  | Numbers of students attending and feedback after sessions, examination results                          | TI         | June 2019                    |

|  |   |  |   |                |                              |
|--|---|--|---|----------------|------------------------------|
|  | Half term study days for DA maths students in year 11<br><br>Study day for Year 11 DA English students  | See table 6.1 above<br><br>EEF small group tuition +4 impact   | Numbers of students attending and feedback after sessions, examination results                        | Md             | Cost £800                    |
| <b>KS4 Disadvantaged students meet their target grades at GCSE</b><br><br><b>KS3 Disadvantaged students make expected progress year on year.</b> | Parent workshops for KS3 and KS4 to give advice on supporting students during exams, with some anxiety advice from the Educational Psychologist and also workshops on resilience. | Parental engagement cannot be underestimated in improving student's performance. It can improve student's attainment by one grade per subject.<br><br>This is a continuation from last year, however we will call DA parents to ensure they know about the evenings.<br><br>EEF Parental engagement +3 | Numbers of parents attending and feedback after sessions  | Re             | June 2019<br><br>Cost Nil    |
|  | To ensure the most able DA students make expected progress and don't fall behind their peers of similar ability.  | The school lead for potential high achievers ensures these DA students are invited to any extracurricular opportunities. A specific mentoring programme has been set up by the PHA lead.<br><br>Opportunities to be funded to visit Wellington College for specialist days.                            | Most able DA students are maintaining their progress and taking up opportunities that challenge them. | Re, Ds and HOY | June 2019<br><br>Cost - £100 |

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|  | <p>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</p> | <p>To continue with the focus of CPD on improving pedagogy in the classroom along with holding high expectations for all students. The focus is on smarter feedback, formative assessment and stretch and challenge for all students.</p> <p>Update pen portraits on SIMS so staff are fully aware of home situations. Staff meeting/HoLT meetings to emphasise that insisting on high expectations and high quality teaching and learning is the most effective way to ensure progress for DA students. Feedback is particularly effective.</p> <p>To remind staff of the different DA groups (DA+), for example DA/FSM+SEN and DA/FSM+EAL ensuring staff can support students in their specific needs. To also track these groups in data drops and in data booklets, as well as all DA students.</p> <p>Training of LSAs to ensure they are used effectively and their appraisal process is rigorous.</p> <p>(EEF Feedback +8 impact)</p> | <p>Learning walks, book looks, progress review data, student evaluations</p>                                    | <p>SLT and HODs</p>     | <p>July 2019</p> <p>Cost Nil</p>   |
|  | <p>Year 10/11 DA students taking ASDAN and CS or AP provision to be offered an extended work experience block</p>  | <p>Students who do not study a foreign language and instead opt for CS or AP provision will be offered an extended work experience placement for a period of 12 weeks. The aim is to develop skills in meeting new people, being out of their comfort zone as well as becoming more independent and realising what it means to go to work. Ensure the work experience</p>  | <p>Placements suit students and feedback is positive. Students are more focused and motivated to work hard.</p> | <p>Re, MA, GRI, HRT</p> | <p>July 2019</p> <p>Cost £2000</p> |

|   |   |   |   |  |                              |
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|   |   | allows for development of social skills, and includes an induction visit.<br><br>EEF Oral language intervention +5  |   |  |                              |
|   | Behaviour support and Counselling   | See table 6.1 above.<br><br>EEF Social and Emotional learning +4  | Attendance improves for DA students, fewer relationship issues.   |  | July 2019<br><br>Cost £2800  |
|   | Attendance at parent's evening and parent information evenings                              | See table 6.1 above   | More parents of DA students will attend parents evening. All DA parents will be called in advance.. follow parents who do not attend. | HoY and student support                          | July 2019<br><br>Cost – Nil  |
| <b>Budgeted cost</b>  |   |   |   |  | £62910                       |
| <b>III. Targeted support</b>  |   |   |   |  |                              |
| <b>Year 11 students all move on to post 16 courses that offer direction for the future.</b> | The careers manager will work with Year 11 DA girls in making applications to college       | See table 6.1 above.  | All students enrolled and take up a place on a college course, sixth form or work place apprenticeship.                               | HRT. VN, Ho                                      | Aug 2019<br><br>Cost = £1500 |
|   | DA/LAC students have one to one tutoring after school                                       | LAC identified as needing additional help or tuition may be offered six week blocks of tuition. This will be arranged through PEP meetings.<br><br>EEF small group impact +4 impact | Through PEP meetings and/or HOY   | Ma   | July 2019<br><br>Cost = £600 |
| KS4 disadvantaged students meet their target grades at GCSE                                 | Payment of ingredients and equipment for practical subjects for all DA students as required | See table 6.1 above   | HoY will analyse daily DA absence and also analyse progress review data.  | Technology HODs, PE HoD, HOY and student support | July 2019<br><br>Cost = £200 |



|  |   |   |  |  |                                  |
|--|---|---|--|--|----------------------------------|
|  | Fund revision guides and equipment  | See table 6.1 above   | HoY to check students have received packs.   | Sim and HOY                            | January 2019<br><br>Cost = £1270 |
|  | Home learning club after school in the learning link and LRC  | See table 6.1 above. EEF +5 if qualified /well trained staff supervising. | Attendance and feedback from students  | SENCO, HOY                             | July 2019<br><br>Cost - £900     |
| 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                      | See table 6.1 above.  | Notifications are received every day and action taken by HOY or student support.   | Attendance officer, HOY, SENCO, Re, Vn | July 2019<br><br>Cost £3000      |
|  | Fund essential day trips  | See table 6.1 above.  | Trips organiser ensures DA students have not paid.                                 | Trips coordinator                      | July 2019<br><br>Cost £2000      |
|  | Fund any extracurricular activities in school   | See table 6.1 above   | Staff running x-c activities to organise payment via finance office or through HOY | X-C organisers, HOY, Sim               | July 2019<br><br>Cost £800       |
|  | Write to DA parents to outline support available.   | See table 6.1 above   | All parents are aware of DA entitlement.   | Re                                     | Nov 2019<br><br>Cost - Nil       |
|  | Nurture LSA takes SEN/DA girls on organised trips and food ingredients shopping every week. Girls to continue café. | See table 6.1 above..   | Participation and feedback from staff and students                                 | Ma                                     | July 2019<br><br>Cost = £150     |

|  |   |  |   |                   |                             |
|--|---|--|---|-------------------|-----------------------------|
|  | RFC Choices programme   | See table 6.1 above  | RFC and students engage positively in school.   | Re, SENCO and HOY | July 2019<br>Cost £600      |
|  | Contribute £300 towards residential trips for KS3 and 4 DA students.  | See table 6.1 above<br>Heads of Year must track their year groups to monitor the amount of DA students who attend residential trips.<br><br>EEF +3 for enrichment. | Students take up entitlement. HoYs to encourage students.   | HOY/HODs and Gal  | July 2019<br>Cost = £2000   |
| <b>Budgeted cost</b>   |   |  |   |                   | £13,020                     |
| <b>IV. Other approaches</b>  |   |  |   |                   |                             |
| Disadvantaged students are fully integrated into school life; flourishing personally and socially. | DA student mentoring by SLT<br><br>DA students are seen by an assigned SLT member after every progress review to discuss progress and support needed. | See table 6.1 above<br><br>.EEF Feedback and metacognition both +8 for impact  | All SLT to take a manageable number of students, the proformas are processed and followed up.<br><br>Students attend and review data showing progress and targets | Re                | July 2019<br><br>Cost = Nil |
| Budgeted cost  |   |  |   |                   | Nil                         |
| <b>Total budgeted cost</b>   |   |  |   |                   | £75930                      |

## 8. Additional detail

At The Holt we are forward looking and ambitious, whilst at the same time upholding traditional values. Through our high standards of behaviour and expectations, our broad and balanced curriculum, our support pastoral care and our extensive range of enrichment opportunities, we aim to improve the outcomes of all our students. We are constantly striving to improve pedagogy so that teachers are up to date with subject knowledge, lessons are engaging and students learn and remember so that they can achieve the best possible grades at GCSE and/or A Level. The priorities highlighted for 2018-19 in The Holt improvement plans are: smarter feedback, stretch and challenge and formative assessment. Our staff hold high expectations and strive to develop the good character of all our students through our focus on the character traits of stoicism, gratitude and humility. The Holt has a culture of resilience and therefore students continually challenge themselves to achieve their best regardless of their background. Disadvantaged students, alongside their peers are encouraged to consider different career pathways and the many opportunities available to them beyond The Holt School.

The Education Endowment Fund's research in to the strategies that have the most impact certainly suggest that students adopting such a growth mind-set culture in learning from feedback alongside teachers striving for their best ever teaching will always have the most impact (EEF +8 months) on the attainment of DA students.

We hold key marginal meetings every half term for year 11 and year 10, where the leading heads of department, the SENCO and head of year talk through all students who are not making the progress we would expect or are just below grade 4. We track the data for disadvantaged students closely, alongside all our other students.

When we wrote to parents about the DA mentoring programme, a few decided to withdraw their daughter from it and actually wanted to lose the disadvantaged label. This was disappointing and demonstrated to us how careful we need to be about sensitivities when communicating with DA student families; however, the school will continue to offer appropriate support in a way that the student and their families feel comfortable to engage with us.

Vicki Martin September 2018