

The Holt School Disadvantaged Strategy 2017-18

Aim:

- To raise the attainment of students from low-income families so they have made at least expected progress.
- To increase social mobility

1. Summary information					
School	The Holt School				
Academic Year	2017-18	Total DA budget	£63475	Date of most recent DA Review	n/a
Total number of pupils	1245	Number of pupils eligible for DA	65	Date for next internal review of this strategy	n/a

2. Current attainment 2016-17		
	Pupils eligible for DA (The Holt)	Pupils not eligible for DA (national average) or 'others' ¹
% achieving 5 5+ GCSEs incl. EM	63.644%	64.7%
% achieving 5+ in English / Maths	63.64%	
Progress 8 score average	0.71	0.12
Attainment 8 score average	53.59	52

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 progress 8 score measures value added, the extent to which student 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. 0.88 indicates our disadvantaged girls achieved on average a 4/5 of a grade higher in each subject or if the girls took 10 subjects they would achieve a grade higher than their predictions in 8 of the subjects.

3. Executive Summary
Most successful strategies 2016-17 <ul style="list-style-type: none"> • Providing structured support with literacy through small group booster sessions and specialist HLTA support • ICA curriculum for students who have low KS2 scores indicating relative poor literacy and numeracy skills

- Seating plans to ensure students are correctly placed to receive support
- Marking DA students work first to ensure feedback is specific and personal.
- 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 swimming, 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

Least successful strategies 2016-17

- Peer mentoring by the sixth formers for DA students – training was set up and completed, but logistically was really complicated and proved to be one thing too much for Maths and English staff.
- Lunchtime English revision- was not well attended, and students preferred after school sessions. Focus on DA students during learning walks – too conspicuous

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.	No access to internet/computer at home
E.	Relatively low literacy skills
F.	Relatively low numeracy skills
G.	Lack of funds to buy materials, books and attend day trips.
H.	Lack of knowledge about post 16 options and so lack direction and aspiration.
I.	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
A.	KS4 Disadvantaged students meet 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 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 2017-18 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 2016-17				
Funding				
2016-17 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 2016-17 who qualified as disadvantaged was 76, including 3 LAC students. The breakdown of these students into year groups was as follows Year 7 = 13, Year 8 = 13, Year 9 = 18, Year 10 = 16, Year 11= 11. The amount of disadvantaged funding allocated to The Holt School during the 2016-17 financial year was £73955				
I. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated Impact (Did it meet the success criteria? Include impacts on pupils not eligible for DA, if appropriate)	Lessons Learned (and whether to continue this approach)	Allocated Cost

KS3 and 4 Disadvantaged students make expected progress year on year	Fund a SEN teacher and an ICA LSA	ASDAN curriculum has successfully run for four students (of which 3 are DA) in year 10. It has allowed the school to offer a balanced curriculum and allows the students to develop life and employability skills essential for life beyond The Holt.	Continuing for current year 10 and 11, with a further 5 students.	Cost £51005
	Peer tutoring	Students were trained, but staff struggled to find time to properly monitor the scheme by meeting students regularly....it was one thing too much for the seconds in departments in English and maths. .	Will not be continuing in 2017-18	Cost Nil
KS4 Disadvantaged students meet their target grades at GCSE	Maths intervention class after school and C/D borderline Disadvantaged students are invited to attend.	Maths department invited students for after school intervention on a Wednesday and ran revision sessions in spring term. This intervention contributed to the maths results where 4 DA students were on target, 2 were above target and 7 below target by one grade.	It was suggested to split the intervention classes into more, 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. 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).	Cost £400
	Half term study days for DA maths students in year 11	Maths department ran study days in half term and Easter – targeted at students less than grade 4, on the boundary of 4/5 and for those who should be at grade 7/8. This intervention contributed to all but one DA students achieving a standard pass in maths. 4 DA students were on target, 2 were above target and 7 below target by one grade.	Staffing again was the major challenge in the organisation of these study days. To organise dates and staffing earlier for 2017/18. To also target 5/6 grade students too.	Cost £1000

	Study day for Year 11 DA English students	<p>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.</p> <p>English results for all students including the DA students were excellent and for the DA students all apart from one achieved a standard pass or higher. 4 DA students were on target. 7 below target by one grade and 2 above target</p>	More students to be invited next year	
<p>KS4 Disadvantaged students meet their target grades at GCSE</p> <p>KS3 Disadvantaged students make expected progress year on year.</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.	<p>Parental workshops were held , with on average 80 parents in attendance each time. Student support made contact home with parents to encourage attendance.</p> <p>Feedback from the evaluation forms were all positive and the information contributed to parents supporting their daughters.</p>	Student support are vital in making home contact with parents to encourage attendance. To continue with these sessions.	Cost Nil
	To ensure the most able DA students make expected progress and don't fall behind their peers of similar ability.	The LP 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.	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.	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	Pen portraits were refreshed, and DA was a focus in a number of staff meetings. All departments identified four strategies to support DA students in their classes. DA was also a focus of learning walks, but was abandoned as unable to subtly.	Learning walks to be conducted, but without the more obvious focus on DA students. To include DA as an appraisal target for all teaching staff.	Cost Nil
	Year 10/11 DA students taking ASDAN to be offered an extended work experience block	All students on the ASDAN pathway were offered two weeks extended work experience, and all but one student successfully completed it. The impact has been an improvement in communication skills and confidence when dealing with unfamiliar adults and unfamiliar situations.	Ensure there is a preliminary visit for those students lacking confidence. Focus on work experience placements in environments where students can practice their social skills.	Cost £2500
	Study skills session for students	Held for Year 10 and 11, led by specialist staff. Very successful, and had positive feedback from the students. Year 11 held on 29/11/16	Year 10 study skills session booked for 20/3/18	Cost Nil
	Behaviour support and counselling	Counselling has been provided for those that request it, in a confidential setting.	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.	Cost £750
	Parental engagement	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.	This is the first year some parents have attended, so the phone calls have had impact. Next year we will make contact with DA students for Parent's Information Evenings too.	Cost Nil
KS3 Disadvantaged students make expected	KS3 DA students with low prior attainment to have extra tuition in small groups with a	ICA curriculum has provided for those students with very low prior attainment, and has been developed to lead to	Programme will continue to support students, with identification in Year 7 using entry data and CATs results.	Cost £750

progress year on year	specialist maths and/or teacher to catch up on progress	the KS4 ASDAN qualification, ensuring academic success for all students.		
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	All DA students in year 11 had a destination and have successfully started their courses. 46% remained at The Holt, and 62% went on to study A Levels, with the remainder following vocational qualifications.	To continue next year, with tracking from our Careers Manager	Cost £1200
	DA/LAC students have one to one tutoring after school	We ran small group six week blocks of tuition to consolidate/catch up on class work – aimed at LAC students in particular. Referred after PEP meetings.	A few hours was offered with a low uptake from students. Sometimes students did not want to stay behind after school as the travel was too far for them, or they had private tutoring at home. Will continue to offer to students as appropriate.	Cost £550
KS4 Disadvantaged students meet their target grades at GCSE	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.	Continue with support from Student Support, but this has been less of an issue with the introduction of the detention system.	Cost £400
	Fund revision guides and equipment	81 revision guides paid for last year	Revision packs are automatically ordered for the relevant students.	Cost £700
	Home learning club after school in the learning link and LRC	Home learning club was held in the LL for SEN students of which some were DA. Home learning club was held in LRC for all students and HOY to target DA if home learning is an issue. Fundedr a cover supervisor to be in the club every night to support KS students.	This is well attended by DA and non DA students alike. RE to request monitoring by HoYs to track student attendance.	Cost £1200

<p>Disadvantaged students are fully integrated into school life; flourishing personally and socially.</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 eg 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.</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 paid.</p>	<p>Cost £2000</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 £800</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>Disability LSA takes SEN/DA girls swimming and food ingredients shopping every week. Girls to set up a café.</p>	<p>ASDAN students were taken swimming to teach them about healthy living and exercise. One other student received regular swimming sessions as part of their programme. This has had a positive impact for all involved.</p> <p>The ASDAN girls also started a successful weekly café activity, having achieved their food hygiene award. This has also allowed for their social skills to develop.</p>	<p>Swimming has enabled students to develop core strength and gross motor skills. They have increased their confidence in navigating busy roads, communicating to members of the public, dealing with money and increasing their self esteem.</p> <p>The Learning Link Cafe has developed students communication skills, organisation, confidence with speaking to a variety of adults and general responsibility. The students set up the cafe, welcome and take orders and then have conversations with members of</p>	<p>Cost £200</p>

			staff. They have gained their level 1 food safety awareness certificate.	
	Ks3 and 4 students at risk of exclusion attend on track programme.	Student reflected on their behaviour and relationship with others and learnt strategies to improve through a two week course at RFC. Three DA students attended the On Track programme this year (of a total 6 students). This allowed students specialist mentoring and to reflect on their learning behaviours.	. To target students who are not ar risk of PEX but showing disillusioned behaviours.	Cost £4000
	Boxercise classes 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. There is one more student attending this year.	Cost £800
	Contribute £300 towards residential trips for KS3 and 4 DA students.	7 residential trips were paid for – allowing students to complete coursework and develop social skills. This year a couple of students used this to support their trip to Iceland, an overall cost of almost £1000 for the trip.	Students continue to take up entitlement.	Cost £2700
Budgeted cost				£73955
I. Other approaches				
Disadvantaged students are fully integrated into school life; flourishing personally and socially.	DA student mentoring by SLT DA students are seen by an assigned SLT member after every review to discuss progress	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

Budgeted cost	Nil
Total budgeted cost	£73955

7. Planned expenditure - Academic Year 2017-18					
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?
KS3 and 4 Disadvantaged students make expected progress year on year	Continue to fund a SEN teacher and an ICA LSA	ICA curriculum has been extended to year 10 and 11 so there is time for the least able students, on very low levels, to learn in a 'small school' setting that complements their mainstream lessons in core subjects. The ASDAN Cope certificate will be central to the content of the ICA and much of the focus will be on functional skills, interpersonal skills and being confident to move on successfully to a level 1 course at college or work place apprenticeship. There are usually some SEN DA students in this class. The rationale is that, even if the students are not DA, they are likely to be on low incomes in the future or without support NEETs post 16. EEF Oral language impact +5	Through an ICA evaluation, including views of parents, students and reflecting on post 16 destinations.	Ma and Gri	July 2018 Cost £42300
KS4 Disadvantaged students meet	Maths intervention class after school and C/D borderline Disadvantaged	Maths department invite students for after school intervention on a Wednesday and Friday and also run revision sessions in February half term, Easter and June half term.	Numbers of students attending and feedback after sessions	Ti	June 2018 Cost £350

their target grades at GCSE	students are invited to attend.				
	Half term study days for DA maths students in year 11	Maths department to run study days in half term and Easter – targeted at students less than grade 4, on the boundary of 4/5, 6/7 and for those who should be at grade 7/8. EEF small group tuition +4 impact	Numbers of students attending and feedback after sessions, examination results	Ti	June 2018
	Study day for Year 11 DA English students	English department to run a study day for underperforming students, including DA students. English also run two Easter study days and all C/D 4/5 girls are invited to attend. EEF small group tuition +4 impact	Numbers of students attending and feedback after sessions, examination results	Hu	Cost £800
KS4 Disadvantaged students meet their target grades at GCSE KS3 Disadvantaged students make expected progress year on year.	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. EEF Parental engagement +3 Will call DA parents to ensure they know about the evenings.	Numbers of parents attending and feedback after sessions	Re	June 2018 Cost Nil
	To ensure the most able DA students make expected progress and don't fall	The school lead for potential high achievers ensures these DA are invited to any extracurricular opportunities. They are mentored by SLT and their data is scrutinised when their progress reviews are published.	Most able DA students are maintaining their progress and taking up	Re, Ds and HOY	June 2018

	Behaviour support and Counselling	Support DA students with relationship and social problems through pastoral system e.g. 1-1 counselling, Choices EEF Social and Emotional learning +4	Attendance improves for DA students, fewer relationship issues.		July 2018 Cost £2800
	Parental engagement	Parents to attend parent's evenings – Student support to call parents and make appointments before appointment system is open to all parents. To develop this to include calls home for parent information evenings.	More parents of DA students will attend parents evening	HoY and student support	July 2018 Cost - Nil
Budgeted cost					£48250
III. Targeted support					
Year 11 students all move on to post 16 courses that offer direction for the future.	The careers manager will work with Year 11 DA girls in making applications to college	All year 11 DA students to have taken up a place at college or in the sixth form. The careers manager to give one to one to help girls complete their applications, take them to open days and give advice on contingencies on results day, as well as share career action plans with supporting staff and parents.	All students enrolled and take up a place on a college course, sixth form or work place apprenticeship.	Dvy, Ho	Aug 2018 Cost = £1500
	DA/LAC students have one to one tutoring after school	Small group six week blocks of tuition to consolidate/catch up on class work – aimed at LAC students in particular. Referred after PEP meetings as appropriate. EEF small group impact +4 impact	Through PEP meetings and/or HOY	Ma	July 2018 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	DA students are able to participate in lessons, less likely to be absent from school.	HoY will analyse daily DA absence and also analyse progress review data.	Technology HODs, PE HoD, HOY and student support	July 2018 Cost = £200
	Fund revision guides and equipment	All KS4 students given a pack of revision guides and revision stationary. This is organised automatically through the finance team.	HoY to check students have received packs.	Sim and HOY	January 2018 Cost = £675

	Home learning club after school in the learning link and LRC	Home learning club held in the LL for SEN students of which some will be DA. Home learning club held in LRC for all students and HOY to target DA if home learning is an issue. Pay for a cover supervisor to be in the club every night to support KS 3 students. EEF +5 if qualified /well trained staff supervising.	Attendance and feedback from students	SENCO, HOY	July 2018 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	Attendance officer contacts DA parents on first day of absence and will ask about lessons, resources and transport. The names are also emailed daily to HOY and SENCO – just in case they are aware of any issues e.g. friendship problems or uniform. Attendance Lead will also monitor DA attendance and make home contact/referrals as appropriate. Hold supportive attendance panel meetings	Notifications are received every day.	Attendance officer, HOY, SENCO, Re, Vn	July 2018 Cost £3000
	Fund essential day trips	All DA students have their trips paid for unless parents opt out.	Trips organiser ensures DA students have not paid.	Gal	July 2018 Cost £2000
	Fund any extracurricular activities in school	DA have any costs of extra-curricular activities paid for including music lessons for GCSE musicians.	Staff running x-c activities to organise payment via finance office or through HOY	X-C organisers, HOY, Sim	July 2018 Cost £700
	Write to DA parents to outline support available.	To write to all parents to detail support available for DA students, to encourage referrals and uptake of support.	All parents are aware of DA entitlement.	Re	Nov 2017 Cost - Nil
	Disability LSA takes SEN/DA girls swimming and food ingredients shopping	Students to gain more confidence in the water, develop social skills and to understand how to plan and organise a shopping list and to manage money when shopping for food.	Participation and feedback from staff and students	Ma	July 2018 Cost = £150

	every week. Girls to continue café.				
	KS3 and 4 students at risk of exclusion to attend on track programme.	Student reflect on their behaviour and relationship with others and learn strategies to improve through a two week course at RFC	Through RFC	Ky and HOY	July 2017 Cost - £3000
	Boxercise classes through RFC Choices programme	To re-energise motivation and improve concentration for students who are needing encouragement and a boost to self-esteem.	RFC and students engage positively in school.	Re, SENCO and HOY	July 2018 Cost £500
	Contribute £300 towards residential trips for KS3 and 4 DA students.	Students can have one residential trip paid for whilst at The Holt. EEF +3 for enrichment.	Students take up entitlement. HoYs to encourage students.	HOY/HODs and Gal	July 2018 Cost = £2000
Budgeted cost					£16,600
IV. Other approaches					
Disadvantaged students are fully integrated into school life; flourishing personally and socially.	DA student mentoring by SLT DA students are seen by an assigned SLT member after every progress review to discuss progress and support needed.	DA students are seen by an assigned SLT member or a HOY after every progress review to have a learning conversation. To discuss good learning habits (metacognition), feedback from staff as well as updating the pen portrait and identifying any areas of support. EEF Feedback and metacognition both +8 for impact	All SLT to take a manageable number of students, the proformas are processed and followed up. Students attend and review data showing progress and targets	Re	July 2018 Cost = Nil
Budgeted cost					Nil

	Total budgeted cost £63475
--	-----------------------------------

8. Additional detail

The Holt is constantly striving to improve pedagogy so that outcomes for students become even better. The priorities highlighted for 2017-18 in The Holt improvement plan are focusing on the disadvantaged students, recall and memory skills, and time for student to reflect on feedback (Feedback Improvement Time or FIT). The Holt has been embedding a growth mind-set culture for four years now and we continue to remind our students of the importance of good character and self-regulation.

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 and developing their metacognition skills alongside teachers striving for the best ever teaching and learning will always have the most impact (EEF +8 months) on the attainment of our students who are classified as disadvantaged.

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 missing the key grades of 4/C grade. We track the data for disadvantaged students closely, alongside all our other students. We have also developed focus groups of students that are disadvantaged, and FSM, but have an additional learning need, such as SEN or EAL. This allows staff focus, more accurately, on the individual needs of their students.

All heads of department and heads of year have committed to teaching and learning strategies to ensure disadvantaged students are not left behind. These strategies include making sure DA students are a priority for academic mentoring, they are a standing agenda item, DA students work is marked first and any worksheets are stuck in. To avoid books being lost, teachers will keep any exercise books or folders. Staff will email home good news and they will ensure DA students are seated in the middle of the classroom, so the teacher passes them more often in a lesson. For DA students with poor attendance staff will organise a buddy so the students can photocopy the buddy's notes on their return. The PE department are setting aside clean kits for DA students and all DA students who are absent will receive a phone call over a text.

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.

Kate Royle October 2017