

DISADVANTAGED STUDENTS REPORT 2015 – 16

(PUPIL PREMIUM)

KEY PRIORITIES 2015 – 2016

- To Embed new student support system whole school
- To Appoint Health and Well Being Champion (September 2015)
- To Improve parental engagement (including parents' evenings)
- To Continue to narrow the gap in achievement between disadvantaged students and other students
- To increase the proportion of students making and exceeding expected progress

The gaps between disadvantaged pupils and other pupils nationally are closing. Last year, disadvantaged pupils were a grade behind other pupils nationally in English. This year, this gap is on track to be halved. Staff predict that the gap in mathematics between disadvantaged pupils and others nationally will be just a third of a grade this year. OFSTED

		English (%)		Maths (%)	
		Expected	> Expected	Expected	> Expected
2014	whole school	70	30	78	45
	disadvantaged	52	13	52	26
2015	whole school	66	22	77	38
	disadvantaged	62	14	67	29
2016	whole school	76	33	89	57
	disadvantaged	43	4	86	32

		5A*-C EM (%)	A*-C English (%)	A*-C Maths (%)	EBACC(%)
whole school	2014	72	77	80	46
Disadvantaged (PP)		48	53	57	18
whole school	2015	64	74	77	47
Disadvantaged (PP)		55	62	62	24
Whole school	2016	76	73	85	41
		70	57	74	22

WHOLE SCHOOL STRATEGIES

The Leadership team introduced a range of strategies to improve outcomes for **all students** (see below) As a result we have continued to narrow the gap in achievement between disadvantaged students and other students. The Ofsted report

in March 2016 (school rated as “good”), did not identify any concerns for the progress and attainment of disadvantaged students at Southfield School.

Key strategies

Achievement/attainment

- Fully funded places at the revision weekend in April for all year 11 PP students
- Continuation of additional staffing in English and maths to support groups of students including many disadvantaged students.
- Re structuring of the year 11 form groups during the weeks before the GCSEs. Heads of English, Maths and science allocated “new” form groups to enable targeted maths, English and science teaching during the afternoon form time. The PP students have been a priority group for intervention, whatever their ability.
- Normal timetable suspended before Easter for year 11 to enable a programme of “crammers” across all subjects.
- All students interviewed re CEAIG by Leadership team. AHT responsible for the disadvantaged students’ budget and Head teacher focused on these students. All students seen on a regular basis
- Membership of PIXL enabled the school to access targeted resources and staff CPD, particularly focused on raising standards for all with specific activities designed for disadvantaged students
- Key appointments in English and maths enabled greater focus on student progress and attainment leading to more rapid intervention for PP students.
- Regular meetings between heads of subject and progress leaders identified PP students who were under performing and strategies shared across the curriculum.
- Work sampling at KS3 focused on disadvantaged students
- New lunchtime and after school study club funded for KS3 and KS4 disadvantaged students in order to support their homework tasks.

Personal development

- Enhanced staffing in the student services team
- Appointment of Health and Well being Champion (see below)
- Parents contacted re non attendance at parents’ evenings.
- Closer monitoring of attendance following restructuring of the attendance team
- Funding support for disadvantaged students for:

trips
uniform costs

Equipment for specialist activities
music lessons

Free breakfast

Equipment (eg Scientific calculators)

Curriculum revision weekend (all disadvantaged students funded)

- New process in place to assess hardship cases for example transport costs (see below)
- Year 10 disadvantaged students attended the Skills show in Birmingham to raise aspirations and link examinations to future work prospects.

Health and well being

Southfield School has developed an holistic approach to innovative strategies for supporting student self esteem and well being. The school is in a unique position as part of the “*Pe 2020: improving mental health and well being*” programme in Northamptonshire. As lead school for health and well being, Southfield entered into a partnership with the Youth sport Trust to employ a full time health and wellbeing champion. This has been part funded by the disadvantaged students budget and has already had a significant impact. At the beginning of the year students completed a happiness survey and the data from this proved a concern. A high % of our students were suffering from low self esteem, anxiety and exam stress. As reported nationally, Students mental health is a growing concern and we have been able to develop a range of strategies from individual coaching, group coaching, to enabling our students to participate in programmes such as This Girl Can, Girls Active, peer leadership, self esteem courses, RAIR (raising achievement inspiring resilience) All lead by the Health and well being champion. We ensured that disadvantaged students were in all the identified projects and whilst there are other factors which impact on health and well being, the following case study of a disadvantaged student demonstrates that she became more engaged in school and her attendance improved.

With the focus on health and well being, the following external agencies delivered presentations and performances and the AHT discussed the impact with the disadvantaged students (student voice)

Intimate relationships delivered by the police (year 10).

Child Sexual Exploitation delivered by external drama group. (year 9)

Dealing with exam stress for years 10 & 11- National Self Esteem Team

Case study

Dr Hartley chose Hannah to become a Peer Leader, hoping that the programme would help get her ‘back on track’ academically. Hannah had started to have some issues with behaviour and attendance, which Dr Hartley attributed to a lack of focus: *“she is a lovely girl but she didn’t really have anything to keep her focused... her behaviour was slipping and she was missing a lot of time”* (Dr Hartley, Programme Lead).

Hannah has been involved in every Peer Leader session to date, and has gradually become one of the more enthusiastic leaders in the programme: *“She has come on leaps and bounds... she is great with the younger pupils, and she is always offering to do more sessions”* (Dr Hartley, Programme Lead). Hannah has improved both her attendance and behaviour since becoming a Peer Leader,

which Dr Hartley believes is due to an improved sense of purpose: *“She has found something she loves, and that is something she was lacking before”* (Dr Hartley, Programme Lead).

Hannah recently signed up to a separate leadership programme at the school and is hoping to start her journey towards becoming a PE teacher: *“I have always been interested in PE but I have never really thought about teaching people, from doing this it showed me that I would really enjoy it... and I think I would be pretty good!”*

The structure of the Leadership team enables us to place the academic success and health and well being of our disadvantaged students at the heart of all that we do. An Assistant Head teacher is responsible for the disadvantaged students budget and they line manage the Health and Well being Champion and from September 2016 will have overall responsibility for attendance. As a result we are able to personalise interventions to improve outcomes.

The restructuring of the student services team (appointments of non teacher student support officers at KS3 and 4, appointment of an attendance lead) and a new meeting structure for 2016 – 17 will further support the aim to narrow the gap in achievement of disadvantaged and non disadvantaged students..

The Leadership team has reviewed the delivery of PSHEC. We will have 6 personal development days where each year group will focus on activities relevant to their year group. For example choosing options in year 9. Across all year groups there will be a focus on mental health and resilience. The Assistant Headteacher will monitor the disadvantaged students’ engagement in the programme and the impact on attendance and achievement.

Key priorities for 2016 – 17

- To Continue to narrow the gap in achievement between disadvantaged students and other students
- To increase the proportion of students making positive progress scores
- To Improve parental engagement (including parents’ evenings)
- To improve attendance of disadvantaged students who are PAs,
- To support the personal development of students particularly around mental health and resilience