

2017 Disadvantaged Students Action Plan

	KEY PRIORITY	ACTIONS	By when	By who	Dec RAG	Apr RAG	Jul RAG	SUCCESS CRITERIA	IMPACT
	Ensure the gap remains closed between DS and non-DS students and that all sub groups achieve at targets by August 2018	Establish Y11 Mentoring programme via BCC University 'Aim Higher' programme	Operating by Oct 2017	PEN, TWS, BYG				Y11 students identified to have significantly underachieved within core subjects towards the end of Y10 to receive mentoring.	
		Small group tuition – English, maths and science for identified students falling behind milestones and target grades	Operating by Oct 2017	PEN, TWS, HoFs				Y11 students identified to have significantly underachieved within core subjects towards the end of Y10 to receive intervention sessions	
		GCSE Pod utilised and targeted for DS students	Operating by Oct 2017	PEN, HoFs				HoF that all DS students have access to supportive learning programmes via GCSE Pod too bridge learning gaps and additional needs	
		Improved attendance and punctuality of DS students within Y11	Operating by Oct 2017	TWS, PEN FTs				FTs are aware of attendance and punctuality of DS students and support tackling these issues directly	
	Ensure that HoFs are aware of any sub group gaps within the DS cohort	Half termly meetings between each Hof and AHT to ensure that all are aware of any achievement gaps with DS students and all sub groups within	Operating from November 2017	PEN, HoFs GSA, NGN				Data produced to show the gaps per subject, allowing discussions with HoFs to identify and then tackle issues occurring with all DS students and sub groups within	
		Widen interventions to Y9 and Y10 and then across all year groups to bridge achievement gaps	Operating from September 2017	PEN, HoFs TWS				Y10 and Y11 students identified for interventions; at first data collection, cohort from Y9 identified and added to the rota; by Xmas, a cohort of students across all year groups identified for support	
		Support for 7&8 DS students who come to the school below a 3A in English or maths.	Operating from September 2017	DCK, SRS, PEN				Assessed through progress tracking which takes place every half term. Will be Evidenced through significant improvements via data collections	

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	Supporting vulnerable disadvantaged students.	Disadvantaged students who are considered 'vulnerable', based on exclusion rate, home life, absent rate, etc are highlighted and put into a programme with outside agencies. Students take part in after school sessions on sexual, health, drugs and so on by need; establishing a vulnerable disadvantaged students register for AHT and Pastoral Teams to use for monitoring and support programmes	On-going from Sept. 2017	RKY, RMR, AFY, PEN				Future exclusion, attainment and absence rate of students involved in these programmes; students achieve at appropriate levels of progress based on their ability	
	Financial assistance	<p>DS students are given financial assistance in other ways to enable them to have access to the same opportunities as their peers. These include (but are not limited to):</p> <ul style="list-style-type: none"> • 60% discount on curriculum based educational trips • Travel to and from school • Provision of textbooks and educational materials • Provision of ICT equipment • Additional Curriculum Enrichment activities • Funding towards school uniform 	On-going from Sept. 2017				Spending plan to identify key areas amongst significant disadvantaged groups to establish how we best meet need and offer support		

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	Widen opportunities for Disadvantaged Students	<ul style="list-style-type: none"> Ensure all Disadvantaged Students are prioritized for careers interviews and for any 'future' related visits to universities, industries and apprenticeships Disadvantaged Students are accessing extra curricular activities via the House system and have the chance to develop sporting, cultural and additional learning and development experiences. 	On-going from Sept. 2017	PEN, NMH, PP, LH, SLT				Disadvantaged Students are equally represented in all aspects of academy life.	