



**ALSOP HIGH SCHOOL
DISADVANTAGED STUDENT
POLICY 2018-2020**



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TECHNOLOGY & APPLIED
LEARNING SPECIALIST COLLEGE

Disadvantaged Students Policy

- The Government believes the Disadvantaged Student Premium which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers, by ensuring funding to tackle disadvantage, reaches the pupils who need it most.
- It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.
- Our School Vision states "Alsop High School is a school of first choice, with a welcoming, caring and successful environment which promotes and values the achievement of all students." We aim to ensure this ethos is maintained by appropriating our Disadvantaged Student Funding in the right areas to support the achievement of these pupils.
- At Alsop, we find Disadvantaged Student Premium is an essential component to our school funding, which allows us to introduce, analyse and build strategies which ensure our students, in receipt of the grant, to have a complete educational experience attain their full potential and the 'gap' between them and their peers is 'narrowed'. This is reflected in the desire, commitment and aspirations of our school staff to address and overcome socio-economic factors – or any other external factor – which may hinder pupil progress and attainment, and ultimately affect their life chances.
- At Alsop, we recognise that not all pupils who are eligible for the Disadvantaged Student Premium are underachieving, while some pupils may be underachieving and not eligible for this funding. It is school policy to plan, adapt and prepare for any student or group, in which any area of under-performance is evident.

Aims

- To provide all pupils with fair and equal opportunities to achieve and excel across all areas of the curriculum; using and applying the most effective teaching and learning strategies and when necessary is supported by use of additional, delegated funding.
- To work in partnership with identified families and pupils eligible for Disadvantaged Student Premium in order to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.
- To work collaboratively internally and with external partners and organisations to provide additional support for the social, emotional and behavioural difficulties that some students face to secure individual progress and achievement.
- To ensure governors fulfil statutory responsibilities to make effective use of Disadvantaged funding in order to impact positively on pupils' achievement and attainment.



ALSOP HIGH SCHOOL

TECHNOLOGY & APPLIED
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Systems, procedures and practice

At Alsop, the Disadvantaged Student Premium is divided between a key team of people with key responsibilities

Mr J. Mangan- Headteacher and Strategic leader

Mr S. Mottram – Deputy Headteacher and operational manager, Standards

Mrs C. Avison - Senior Lead Disadvantaged Students

Ms N Bruns – Deputy Head Teacher Catch up premium

Mr J. Thompson- Senior Leader Attendance

Mrs S. Dacey – Assistant Headteacher Safeguarding

Mr D. Williams – Behaviour and inclusion

Each member has specific responsibilities for Disadvantaged Students

Deputy headteacher

- Provide termly pupil premium progress reports for SLT, HOF, HOY and governors
- Provide appropriate support and guidance for staff when planning DIS targets and support
- Liaise with external partners and agencies, where necessary

Mrs C. Avison

- Liaise with HOD and HOY providing data from academic and pastoral sources for DIS termly report
- Liaise and support HOD with key students and strategies to improve DIS achievement
- Identify underperforming students via academic tracking process
- Liaise with HOD to create and co ordinate strategies and initiatives to improve DIS achievement
- Co- ordinate the intervention programme with Miss S Westhead in the Intervention Hub
- Monitor and evaluate the quality and impact of intervention, e.g. one-to-one support, mentoring, etc.
- Monitor and evaluate the allocation of DIS funding to challenge underperformance and support DIS achievement

Ms N Bruns

To monitor the Catch up Premium and ensure it has secured pupil progress in Reading and Numeracy with Co ordinator Mrs J Bebbington.

Mr J Thompson

To provide termly DIS progress attendance reports for SLT, HOY and Governors

- To ensure effective strategies are implemented by the attendance team to ensure the continued improvement of DIS attendance
- To co ordinate the support offered in the PA Attendance Hub with Mr M Wright.
- Liaise with HOY to create strategies and initiatives to improve DIS Attendance



ALSOP HIGH SCHOOL

TECHNOLOGY & APPLIED
LEARNING SPECIALIST COLLEGE

Mrs S. Dacey

- To manage and coordinate the involvement of internal teams such as the learning mentors and external agencies to ensure the social and emotional well being of DIS and LAC students.

Mr D. Williams

- To provide the SLT and HOY with termly PP behaviour reports
- Liase with HOY and behaviour team and monitor strategies and initiatives to improve DIS Behaviour and Inclusion
- To co ordinate and monitor the referral room and access centre to ensure that challenging behavioural issues are dealt with effectively and that PP students can secure individual progress and attainment.

Mrs S. Scott

School business manager/admin.

- Monitor delegation of funding for Disadvantaged Student Premium
- Provide information on allocation for Disadvantaged Student Premium funding via the school website and reports to governors

Class teachers

- Identify and list pupils in each class (luminated seating plans, data sheets)
- Implement strategies to support the progress of Disadvantaged Students
- Arrange reviews with parents when necessary
- Work with pupils, parents and senior leaders to plan, implement and monitor the impact of the agreed support and intervention plan for children eligible for Disadvantaged Student Premium
- Ensure classroom support assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support
- Take prompt action to inform HOD, HOY and SLT of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage

Learning mentors and attendance officer

- Maintain a record of pupil progress and impact of mentoring, and provide feedback to the HOY and HOD
- Work with Mr S Mottram, Mrs S Dacey Mr J Thompson and Mr D Williams to monitor DIS attendance, emotional welfare and behaviour
- Liaise with external partners and agencies, where appropriate
- implement strategies to support class teachers, pupils and parents in the progress and achievement of DIS students



ALSOP HIGH SCHOOL

TECHNOLOGY & APPLIED
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Governors

The designated link governor Mrs M. Fielding for Disadvantaged Students will act on behalf of the governors and board of directors to monitor and review the progress and impact of DIS funding. This will involve regular meetings with the deputy headteacher to evaluate individual pupil plans and subsequent impact on progress and attainment; evaluating termly reports from senior leaders; participating in discussions with pupils, where appropriate, with a focus on learning and success.

Interventions

Academic interventions

In order to address the need to identify the correct interventions for DIS it is important that all staff address potential underperformance for pupils in their classroom in line with departmental policy. They should make appropriate modifications to their own whole class teaching to suit individuals and ensure that it suits individual learning styles.

Mrs C Avison will co ordinate with HOD and Miss S Westhead in the Intervention Hub to allocate appropriate interventions for underperforming students in the core subjects, Mrs S Dacey and Mr M Rawsthorne in SEN and Ms N Bruns and Mrs J Bebbington in the Catch up Programme. Further discussions around the progress of DIS students and the appropriateness and success of these and other interventions take place in SLT focus review meetings and decisions as to next steps are considered.

In all cases assessment data should be used to determine the need for interventions and all interventions should be recorded, monitored and reviewed using the Whole School Provision Mapping and academic tracking system.

Attendance interventions

Regular attendance review meetings take place between Mr J Thompson and Year co ordinators and the attendance team to consider DIS student attendance and ensure appropriate plans and interventions for these students are in place.

Mr J Thompson will co ordinate with the Attendance team and Mr M Wright to allocate appropriate support for PA DIS students. Further discussions around the success of these interventions and future steps will take place in the SLT focus review meetings DIS pupils will form an integral part of these meeting where pastoral and academic information is considered.

As above, all interventions should be recorded, monitored and reviewed using Whole School Provision mapping.

Behavioural interventions

Regular pastoral review meetings take place between Mr D Williams Behavioural Leaders and HOY to consider DIS behaviour and to ensure appropriate plans and interventions are in place for identified pupils.

Mr D Williams will Co ordinate with the Behaviour team to ensure the referral room is used effectively and that appropriate Rewards are given to support, motivate and engage DIS pupils. Further discussions around the overall success of these interventions and future steps will take place in the SLT focus review meetings

As above, all interventions should be recorded, monitored and reviewed using Whole School Provision mapping.

The progress of all interventions and use of the Disadvantaged Student Premium will be reviewed in the Executive Leadership Team meetings with Governors.



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TECHNOLOGY & APPLIED
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Monitoring of Funding

Funding is used to support key posts and to fund intervention strategies. Mrs C. Avison co-ordinator will liaise with the School Business manager when additional needs arise. Mrs C Avison is responsible for the quality assurance of the interventions and will report back to all parties named and to the governing Board.

A report to parents will also be available on the school website. These reports will include;

- The amount of DIS funding in the current year.
- Details of future spend.
- Details of how the previous year's funding was spent.
- The impact on the educational attainment of pupils identified as DIS.

Allocation of funding and Funding Requests Pupil premium funds can be accessed for a number of initiatives dependent upon pupil needs as decided either at intervention meetings or Executive SLT Review meetings. Requests for funding should be made using the appropriate proforma so that the provision Mapping can be updated. Some funding will be allocated from the overall DIS budget for the provision of additional staff who support DIS progress in school, for example the recruitment of the EWO or trained councillors. This funding will also support a universal entitlement to these services. All funding allocated in this way will be calculated on a pro rata basis amongst all of the pupils in receipt of the Disadvantaged Premium Funding. Any bids for funding should refer to the Guidance for DIS Bids document.

This policy will be reviewed annually. Date agreed:

(signed)

Chair of Governors

(signed)

Head-teacher