



Ifield Community College - Supporting Disadvantaged Students Policy

Review: 1st March 2019

Approved by Governing Body 1st March 2018

Signed: (Chair of Governors)

Aims

At Ifield Community College we strongly believe that all students should be attaining at the highest level at which they are capable. They should have experiences and support to enable them to grow into well rounded, successful and confident adults. Our expectations of their achievement and behaviour should be as high as for non-disadvantaged students. The Pupil Premium is a government initiative that injects extra finance into schools according to the number of disadvantaged students in the school. The government has used entitlement to Free School Meals (FSM), Looked After Children (LAC) and children of Service Personnel as indicators of deprivation or need and have provided a fixed amount of money for schools per pupil based on the number of students eligible.

Thus the following students are on our disadvantaged roll based on the DofE definition of a disadvantaged student. Those who: -

- are presently receiving FSM
- have been in receipt of FSM in the last 6 years
- have a parent or guardian in the services
- have been recently adopted from authority care.
- are presently LAC

Pupil Premium funding is not intended to be 'ring-fenced' and spent on a particular child but rather to be used to narrow the gap in attainment of this group as a whole by investing in successful strategies. Although there is evidence for a gap in attainment between disadvantaged and non-disadvantaged, the reasons for this are complex and often subtle. Thus there is no 'one size fits all' solution to solving these challenges.

Key Principles

By following the key principles below, we believe we can use our Pupil Premium funding to achieve maximum impact:

Raising Aspiration

- Staff believe in all children and have the highest expectation of achievement and behaviour regardless of whether students are disadvantaged or not.
- There are no excuses made for underperformance against the students' targets based on their ability.
- There is a 'solution based' approach to overcoming barriers to learning and behaviour.
- Students are supported to develop high but realistic expectations of what they can achieve both academically and in personal growth.
- Underachievement at all levels will be targeted
- Careers education will target disadvantaged students to ensure aspirations are high.

Analysing Data

- We will track the achievement of disadvantaged students against other students to ensure that strategies we invest in have an impact on 'narrowing the gap' between the two groups.
- We will use data in order to remain aware of how all students are doing against their targets.
- We will use data to evaluate strategies to ensure they have a positive impact on the achievement of disadvantaged students.

Identification of Students

- All teaching staff and support staff are aware of who their disadvantaged students are and will ensure that their teaching/support is sufficiently meeting the needs of those students.
- All disadvantaged students will benefit in some way from funding.

Procedures to Maximise Achievement of Disadvantaged Students

Improvements in Teaching and Learning

- We will continue our efforts to ensure that all students receive good or outstanding teaching.
- There will be increased emphasis on ensuring that the disadvantaged students in class are not falling behind their targets through the flight path mechanism.

- Good practice within the school will be shared and we will draw on external expertise where necessary and available.
- CPD will be focussed on improving teaching with a particular focus on how to ensure disadvantaged students reach their full potential.
- The Teaching and Learning team will be trained as coaches with a focus on supporting the disadvantaged.
- Staff will look at the individual needs of students and may seek additional support to help overcome and barriers to learning they identify through SEN/Inclusion team as well as their peers

Individualising Support

- Attendance and punctuality of disadvantaged students will be carefully monitored and any shortfalls addressed.
- There will be support to overcome barriers to learning due to literacy weaknesses
- Students who are identified as underachieving against their targets will be identified swiftly by Progress Leaders and/or Heads of Faculty and appropriate intervention identified.
- There will be additional support for disadvantaged students in times of crisis.
- Students whose behaviour in class or out reduces their ability to succeed will receive additional support from the Pastoral Support Assistants and/or Learning Zone.

Extra- Curricular Support

- There will be increased support in 'homework club' which runs after school for an hour every day to ensure that all students have access to the help, advice and practical necessities such as internet access, printing, software or art materials necessary to do their homework and revision.
- There will be a breakfast club running from 8.15 am.
- The Learning Resource Centre (LRC) will extend this support at lunchtime.
- After School Catch-Up and revision will continue to provide high quality support and tuition especially in the GCSE years and ensure all students have the opportunity to complete work and revise well.
- Holiday revision classes will also continue to be run to expand the opportunities for high quality learning.

Enhancement and Parental Engagement

- All disadvantaged students whose target grades suggest they could be capable of accessing higher education will receive input to ensure they are

aware of their choices and are able to make a fully informed decision about their future.

- Disadvantaged students will receive additional support to ensure they develop as independent learners capable of self-organisation and with a bank of study skills on which they can draw
- Every effort will be made to ensure that disadvantaged students access opportunities to broaden and deepen their knowledge and skills e.g. accessing trips and sports activities
- Every effort will be made to ensure that the parents/carers of disadvantaged students are engaged in their son/daughter's progress and generally have a greater understanding of the opportunities available in school. These parents will be targeted for Parent Consultation Evenings (PCE's), Progress Review days (PRD) and other activities to ensure that the school is working closely with parents to ensure greater support and aspiration.

Monitoring and Evaluation

A wide range of data will be used to evaluate progress including:

- use of target data analysed against progress every term
- analysis of behavioural data (detentions, exclusions and C4's)
- analysis of access to enhancement activities
- analysis of attendance data, including that of parental engagement.

Case studies will evaluate the impact of ICC disadvantaged students.

There will be an evaluation of the progress of disadvantaged students at RAP meetings (Raising Achievement Planning)

A designated member of staff will monitor and evaluate how Pupil Premium money is spent within the school.

A named governor will undertake to oversee the support of disadvantaged students within the school.

An overview of the spending of the allocated money will be produced each year and publicised on the school website.