

Disadvantaged Pupils – Strategy Statement

EBS: Strategy Statement for Disadvantaged Pupils, 2018-19	2-11
Targeted support (Key Stage 3)	5-7
Targeted support (Key stage 4)	8-10
Other approaches	11
EBS: Disadvantaged Pupils: Review of impact, 2017-18	12-22
Targeted support (Key Stage 3)	16-18
Targeted support (Key stage 4)	19-21
Other approaches	22

EBS: Strategy Statement for Disadvantaged Pupils, 2018-19

1. Summary Information

School	East Barnet School				
Academic Year	2018-19	Total D/A budget	£255,200 (income) £262,390 (expenditure)	Most recent external D/A Review	Jan 2017
Total number of pupils	1409	Number of pupils eligible for D/A	271	Date for next internal review of this strategy	April 2019

2. 2017-18 Attainment and progress (2016-17)

	<i>Pupils eligible for D/A at EBS 2018 Provisional results (2017 in brackets)</i>	<i>D/A national 2018</i>	<i>Pupils not eligible for D/A EBS (national average) 2018 Provisional results</i>
% achieving expected progress in Eng / Maths combined 5+	21.% (22%)	24%	49.4% (55%)
% achieving expected progress in E/M – 4+	43 (53)		(75%)
Progress 8 score average	-0.67 (-0.85)	-0.40	0.06 (0.11)
Attainment 8 score average	37.97% (39.16)	37.0	50.63 (52.06)
English Baccalaureate	14.29% (13%)	9.8%	45.18% (38%)
KS5 – Level 3 progress	+0.22	0.00	n/a
KS5 – Average Grade and Points Score	C- 27.86		C+ (whole cohort) 32.82 (whole cohort)
KS5 A2 – ALPS	81% at or above ALPs targets	n/a	ALPs score of '2' overall for sixth form
KS5 AS - ALPS	66% at, or above ALPs targets	n/a	n/a

EBACC figure is based on Strong pass – GCSE number grade 5 and above; GCSE letter grade B and above (although to achieve a strong pass in 2018, a grade C is required in legacy GCSEs) 4+ are also included - Non D/A national figures are unvalidated.

3. Barriers to future attainment (for pupils eligible for D/A)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Narrowing the gap in attendance between D/A and non-D/A students
B.	Narrowing the gap between disadvantaged and non-disadvantaged for attainment and progress, especially the more able
C.	Engagement of D/A students, and their families, in their learning, supporting personal development, health and well-being
D.	Weak literacy skills amongst some Year 7 D/A students

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	<ul style="list-style-type: none"> - The complex individual needs of some students - Challenging home circumstances, e.g. ambivalent home support - The disadvantaged are the most challenging group nationally for many schools
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4. Outcomes *(desired outcomes and how they will be measured)*

Success criteria

A.	Improving attendance for D/A students and narrowing the gap between D/A and non-D/A students	Persistent absence reduces and the gap between D/A and non-D/A narrows
B.	Narrowing the Gap/Improved rates of progress for KS4/KS5 students eligible for D/A, especially the more able	Increase in the % of D/A students, especially the more able, on track to reach their KS4/KS5 targets. Where they are not, departments put in place interventions to accelerate their progress, monitored by HODs and SLT
C.	Engagement of D/A students, and their families, in their learning, supporting personal development, health and well-being	Positive feedback from students and families. More involvement of D/A families in school life. More engagement of D/A students in residential school trips and clubs, e.g. sports clubs
D.	Developing higher levels of literacy, e.g. for Year 7 D/A students	Students eligible for D/A make more progress by the end of the year in achieving their literacy targets; evidenced by reading and comprehension data, e.g. Year 7 small groups. Evidenced by greater use of library book lending

5. Planned Expenditure

Academic year

2018-19

The headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. 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	Timeline
B. Quality first teaching that meets the needs of the students	Support and monitoring across all subject areas and year groups. Introduction of DFL, Disruption Free Learning – new whole-school behaviour system	Quality first teaching, including effective feedback has been shown by research to be the most effective method of improving outcomes for D/A students Improved behaviour will result in more opportunities to improve student learning and student outcomes	- On-going monitoring, evaluation and interventions, - INSET - Through lesson observations, learning walks and book reviews and through the teaching and learning group - Focus for NQTs -Regular tracking of the data - Student, staff and parent feedback	SLT Teaching and learning (T/L) 'Disadvantaged- D/A Pupil' working party Assistant Head/CPD LS, LC and SLT	- Dec 2018 - March 2019 - July 2019 - January 2019, ongoing
D. Developing higher literacy skills, e.g. for Year 7 students	Small English class in Year 7 & 8 Focus on feedback to D/A students 'Let's think in English'- literacy programme	To focus on new students whose KS2 SATs and reading tests highlight difficulties with literacy Research highlights the importance of positive developmental feedback	Regular monitoring of progress, highlighting barriers and areas to strengthen Whole-school book scrutiny of disadvantaged students	'Disadvantaged- D/A Pupil' working party Head of English	- February 2019 - July 2019
D. Developing higher numeracy skills	Small maths class in Year 7 & 8 Meeting for year 7 students, focus on Disadvantaged parents/carers – to support students early at EBS	To focus on new students whose KS2 SATs highlight difficulties with numeracy	Regular monitoring of progress, highlighting barriers and areas to strengthen	'Disadvantaged- D/A Pupil' working party Head of Maths	- February 2019 - July 2019
Total budgeted cost					£45,091

ii. Targeted support (Key Stage 3)					
Desired outcome	Chosen action / approach	Actions to complete the goal	Success criteria/ how do we know this has been achieved	Staff lead	Timeline
Strategic approach to monitoring and raising attainment	Accurate assessment data. Improved outcomes for DA students	1. Strengthen accuracy of data for KS3 2. Identify underachieving pupils and underachieving target groups 3. Ensure all staff are aware of target groups. 4. Review the identification of more able D/A students 5 'More able' D/A students to participate in the 'Brilliant Club'	All staff Book reviews and lesson observations demonstrate teacher accuracy and confirm target grades A majority of D/A students meet target grade Participants in 'Brilliant Club' report positively on the impact of the programme	SLT 'Disadvantaged-D/A Pupil' working party	Jan 2019 June 2019
Supporting Learning/quality first teaching (teacher/department/faculty level)	Faculty/ teacher increased awareness of underachievers and actions to improve.	1. Identify D/A students in classes who are underachieving 2. Share good practice across departments and faculties 3. Ensure students fully participate in the learning 4. Teacher interventions to support increased progress, e.g. sixth form leadership to focus on D/A students 5. Effective monitoring and tracking 6. Positive feedback to students, e.g. in books, verbal feedback, positive contact with home	- data will show improved progress - learning walks will show D/A students are fully involved in their learning - book scrutinies highlight positive feedback to D/A students - department/faculty development plans will highlight the focus on D/A students and effective interventions to support their progress	SLT All staff HODs HOYs 'Disadvantaged-D/A Pupil' working party	-Ongoing, particularly after data 'drops' -Dec 2018 -March 2019 -July 2019

Developing higher literacy skills	Accelerate literacy skills for new Year 7 students whose KS2 SATS indicate support is needed	<ul style="list-style-type: none"> - 2 extra small Year 7 English groups - Year 8, small extra literacy group - Year 9, 2 extra small literacy groups - Increased use of the library Librarian to focus on more D/A students using the library 	<ul style="list-style-type: none"> - Data shows good progress from KS2 SATS/baseline assessments on arrival - Data from library shows more KS3 D/A students using the library and borrowing books 	SLT 'Disadvantaged-D/A Pupil' working party Head of English Head of AEN Librarians	-Feb 2019 -July 2019
Developing higher numeracy skills	Accelerate numeracy skills for KS3 students who find numeracy more challenging	- Extra Maths groups in KS3 with smaller number of students and focus on D/A students - 2 in each year group at KS3	-Data shows good progress from KS2 SATS/baseline assessments on arrival	SLT 'Disadvantaged-D/A Pupil' working party Head of Maths	-Feb 2019 -July 2019
Supporting improved learning (pastoral level)	Close monitoring of D/A students, focusing on positives	<ol style="list-style-type: none"> 1. Tutor team aware of their D/A students and who is under-achieving 2. Tutors monitor positive and negative behaviour, intervening where appropriate, e.g. contact with home, work with HOY 3. Mentoring/1:1 support from 6th form students, e.g. for reading 	<p>The gap between D/A and non-D/A students has been narrowed</p> <p>Positive feedback from students being supported</p>	Associate D/HT Attendance team HOYs 'Disadvantaged-D/A Pupil' working party	Regular monitoring -weekly basis

Supporting emotional development and well-being	Targeted D/A students to receive more tailored support for their emotional, health and well-being	<ol style="list-style-type: none"> 1. Identify pupils on the target list who require emotional support – identify intervention – mindfulness 2. Identify those who might benefit from support from counselling 3. Identify those who would benefit from social and behavioural support from PDC 4. Attendance at breakfast club 5. Work with PALAC- 'safe space' 	<p>Improved attendance.</p> <p>100% positive impact reported by students supported by counselling and mindfulness</p> <p>Reduction in on calls for D/A students</p> <p>Data from PDC highlights the support received has impacted on their behaviour</p>	<p>SLT</p> <p>'Disadvantaged-D/A Pupil' working party</p> <p>Counselling team</p> <p>HOYs</p> <p>Assistant Head for PDC</p> <p>RAP – year 8</p>	<p>-Ongoing support from school counsellors</p> <p>-Students identified for support, as and when</p> <p>- Termly monitoring</p>
Supporting the engagement of D/A students in school life	More engagement in school life	<ol style="list-style-type: none"> 1. Taking on leadership roles, e.g. sports' leaders 2. Aim to engage as many D/A students in extra-curricular activity – tutors, e.g. year 7 3. Small group of students, e.g. year 8 participate in a Raising Achievement Programme 4. Ensure the participation of D/A students in the Police Cadets 5. Encourage D/A students, e.g. Jack Petchey awards 6. Work on 'growth mindset' in KS3 – e.g. motivational speakers 	<p>Data highlights increase in leadership roles and in extra-curricular activities</p> <p>Positive feedback from students on engagement in school life</p>	<p>SLT</p> <p>'Disadvantaged-D/A Pupil' working party</p>	<p>Ongoing</p> <p>-Monitoring – Jan 2019, July 2019</p>
Supporting the engagement of parents/carers of D/A students	Increased engagement of D/A parents/carers	<ol style="list-style-type: none"> 1. Hold workshops for parents/carers at identified consultation evenings to help parents/carers, e.g. Maths 2. Focus group of KS3 students to give feedback on their experiences 3. Focus group of students 'Safe Space' – through School Council 4. Individual programmes, e.g. year 8 Raising Achievement Programme 	<p>Positive feedback from the parents/carers of target group on their relationship with the school</p>	<p>SLT</p> <p>'Disadvantaged-D/A Pupil' working party</p> <p>HOYs</p>	<p>-March 2019</p> <p>- Autumn term 2018</p>
Supporting post-school careers	Targeted D/A students to receive early careers advice	Targeted individuals receive careers advice/interviews in KS3	<p>Students report the interviews have helped them think about their future careers</p>	<p>'Disadvantaged-D/A Pupil' working party</p> <p>Head of Careers</p>	<p>-Identification and support – autumn 2018/December</p>
Total budgeted cost					£98,657

iii. Targeted support (Key stage 4)					
Desired outcome	Chosen action / approach	Actions to complete the goal	Success criteria/ how do we know this has been achieved	Staff lead	Timeline
Strategic approach to monitoring and raising attainment	Accurate assessment data. Improved outcomes for D/A students Improved P8	<ol style="list-style-type: none"> 1. Improve accuracy of data 2. Identify underachieving pupils TARGET GROUP 3. Ensure all staff are aware of target group. 4. Inform students and parents 5. Homework clubs, lunchtime and after school clubs 6. Small target groups on how to revise, organise revision 7. Strategic approach to intervention by Introducing year 11 revision intervention programme for students (e.g. Identify if students would be better attending English or Science revision), include walking talking mock and other whole year group/ faculty interventions 8. Effective monitoring and tracking of attendance at intervention sessions and work with families to ensure attendance 9. Identified group to improve attendance, using competition 10. Be strategic about students 'dropping' subjects 	<p>85% correct predictions v actual</p> <p>75% of D/A meet target grade</p> <p>95% attendance at interventions</p> <p>Improved P8 to positive score</p>	<p>SLT</p> <p>'Disadvantaged-D/A Pupil' working party</p>	<p>-Ongoing</p> <p>-Monitoring after data 'drops', Dec 2018, March 2019 and July 2019</p> <p>-Ongoing</p>
Supporting Learning (faculty level)	Faculty/ teacher awareness of	<ol style="list-style-type: none"> 1. Identify and agree <i>target group</i> or review existing 2. Share with teachers and teams to inform TRAPs (teacher raising 	85% correct predictions v actual	<p>SLT</p> <p>All staff</p>	<p>-Ongoing</p> <p>-RAM meetings to be used</p>

	underachievers and actions to improve.	<p>achievement plan) to identify what they are going to do to support in class.</p> <ol style="list-style-type: none"> 3. Use Analyse, Action, Assess model 4. Faculties hold RAM (raising achievement meeting) to feedback on actions that have been successful and to co-ordinate what can be done at faculty level 5. Review and evaluate 6. Faculty interventions, e.g. Maths trial. Using 6th formers for 121 tuition during study periods and intervention to ensure h/work is completed 4 smaller Maths classes, 2 in year 10 and 2 in year 11 7. Effective monitoring and tracking. 	<p>75% of D/A meet target grade</p> <p>Improved P8 to a positive score</p> <p>100% usage of mathswatch/ SAM learning</p> <p>Improved outcomes for those in the smaller Maths groups</p>	<p>'Disadvantaged-D/A Pupil' working party</p> <p>Head of Maths</p>	
Supporting Learning (pastoral level)		<ol style="list-style-type: none"> 1. Effectively monitoring and tracking of attendance. 2. Personal study tracker – tutors to support year 11s to plan their revision and personal study for the week. Tutors to sign off completed homework/ revision 3. Tutor team aware of who is on the <i>target list</i> and ensure they are fully supported. 4. Business and staff mentoring for a select group of students. 	<p>97% attendance for all year 11s</p> <p>95% usage of personal study tracker</p>	<p>SLT Tutors/HOY 11 Attendance team</p> <p>'Disadvantaged-D/A Pupil' working party</p>	Ongoing

Supporting emotional development and well-being	Pupils to be fully prepared for exams	<ol style="list-style-type: none"> Tracking of attendance and supportive measures, e.g. positive letters home Growth mindset programmes in year 11 Assemblies Revision sessions for all year 11, followed up by revision strategy training for all staff so it can be implemented into lessons Briefing sessions for students before the exams Identify pupils on the target list who require emotional support – identify intervention – mindfulness/ reducing exam anxiety sessions Feed students before exams Positive briefing sessions for all students before the exam. Improve the exam experience Year 11 GCSE parent meeting 	<p>Improved attendance.</p> <p>Reduction in on calls for year 11</p> <p>100% attendance and punctuality to all exams</p>	<p>SLT Attendance team HOY 11 HODs</p> <p>'Disadvantaged-D/A Pupil' working party</p> <p>HOY 11 Assistant HOY 11</p>	<p>-Ongoing - Jan 2019</p> <p>Jan 2019</p>
Exam period preparation		<ol style="list-style-type: none"> Lessons continue until exam (then strategic plan for lessons/ revision periods). Targeted masterclasses 		<p>SLT HOY</p>	<p>-April to June 2019</p>
Total budgeted cost					£97,072

iv. Other approaches (TBA)					
Desired outcome	Chosen action / approach	Actions to complete the goal	Success criteria/ how do we know this has been achieved	Staff lead	
Attendance has improved and the gap has narrowed	<ul style="list-style-type: none"> - Close whole-school monitoring of attendance - Targeted EWO interventions - Targeted HOY interventions -Positive letters home to D/A students 	<ol style="list-style-type: none"> 1.Effectively monitoring and tracking of attendance 2. Positive letters to be sent home to students with 100% attendance and 'improved attendance' 3. Target group to improve attendance with weekly attendance targets 4. Attendance 'catch-up' forms for students who have missed work 5.Highlight school and year attendance in EBS news, celebrating the positive 	<ul style="list-style-type: none"> - Improved attendance of D/A students - Reduced persistent absence 	SLT RAP 'Disadvantaged-D/A Pupil' working party	-Ongoing - Positive contact with home – start Jan 2019
Effective careers information, advice and guidance has resulted in all D/A students having a future career path	- Whole-school strategic approach to careers education	<ul style="list-style-type: none"> - Strategic approach through PSHE - Regular careers talks, workshops from colleges, varied places of work, apprenticeship schemes, universities 	- All D/A students will have a future career path at the end of KS4	Head of Careers	Ongoing
Ensure effective financial management of the resources	- Plan for the new financial year ensures appropriate targeting of resources	-Work with school Bursar to review the finances for DA students	- Clear identification of how the finance has been spent	- DA working party/ASF -SW	
Total budgeted cost					£21,570

EBS: Disadvantaged Pupils: Review of impact, 2017-18

1. Summary Information

School	East Barnet School				
Academic Year	2017-18	Total D/A budget	Income: £251,090 Expenditure: £255,446	Most recent external D/A/D/A Review	Jan 2017
Total number of pupils	1399	Number of pupils eligible for D/A	262	Date for next internal review of this strategy	

2. 2016-17: 2017-18 Attainment and progress

	<i>Pupils eligible for D/A at EBS 2018 (2017 in brackets)</i>	<i>D/A national 2018</i>	<i>Pupils not eligible for D/A EBS (national average) 2018</i>
% achieving expected progress in Eng / Maths combined 5+	21% (22%)	24%	49.4% (55%)
% achieving expected progress in E/M – 4+	43% (53)		
Progress 8 score average	-0.67 (-0.85)	-0.40	0.06 (0.09)
Attainment 8 score average	37.97% (39.16)	37.0	50.63% (52.06)
English Baccalaureate	14.29% (13%)	9.8%	45.18% (38%)
KS5 – Level 3 progress	+0.22	0.00	n/a
KS5 – Average Grade and Points Score	C- 27.86	n/a	n/a
KS5 A2 – ALPS	81% at or above target	n/a	ALPs score of '2' overall
KS5 AS - ALPS	62.7% on target	n/a	n/a

EBACC figure is based on Strong pass – GCSE number grade 5 and above; GCSE letter grade B and above (although to achieve a strong pass in 2018, a grade C is required in legacy GCSEs) 4+ are also included -Non D/A/D/A national figures are unvalidated

3. Barriers to future attainment (for D/A pupils)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Engagement of D/A students, and their families, in their learning, supporting personal development, health and well-being
B.	Weak literacy skills amongst some Year 7 D/A students
C.	Narrowing the gap between disadvantaged and non-disadvantaged for attainment and progress, especially the more able
D.	Lack of direction of some disadvantaged students in knowing what future education, employment or training to pursue

External barriers *(issues which also require action outside school, such as low attendance rates)*

- The complex individual needs of some students
- Challenging home circumstances, e.g. ambivalent home support
- The disadvantaged are the most challenging group nationally for many schools

4. Outcomes *(desired outcomes and how they will be measured)*

Success criteria

A.	Engagement of D/A students, and their families, in their learning, supporting personal development, health and well-being	Positive feedback from students and families. More involvement of D/A families in school life. More engagement of D/A students in residential school trips, e.g. Hatfield Year 7 trip and clubs, e.g. sports clubs
B.	Developing higher levels of literacy, e.g. for Year 7 D/A students	Students eligible for D/A make more progress by the end of the year in achieving their literacy targets e.g. Year 7 small targeted literacy classes (15max), increased use of library
C.	Narrowing the Gap/Improved rates of progress for KS4/KS5 students eligible for D/A, especially the more able	Increase in the % of D/A students, especially the more able, on track to reach their KS4/KS5 targets. Where they are not, departments put in place interventions to accelerate their progress, monitored by HODs and SLT
D.	Lack of direction of some disadvantaged students in knowing what future education, employment or training to pursue	Positive feedback from target group on the Information, Advice and Guidance they receive on possible future careers. Ensuring there are no NEET students

5. Expenditure

Academic year

2017-18

The headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

iv. Quality of teaching for all –review of impact

Desired outcome	Chosen action / approach	How we aimed to ensure it was implemented well?	Staff lead	Direct outcomes	Evidence of impact
B. Quality first teaching that meets the needs of the students	Support and monitoring across all subject areas and year groups, e.g. through lesson observations, learning walks and book reviews	On-going monitoring, evaluation and interventions INSET – January 2018 Through lesson observations, learning walks and book reviews and through the teaching and learning group	'Disadvantaged-D/A Pupil' working party	. - Closer monitoring by all faculties and departments - Increased awareness of the progress of our D/A students - All faculty learning walks and book scrutinies had a focus on D/A students	- Faculty learning walks and book reviews highlighted the increased focus on meeting the needs of D/A students
B. Developing higher literacy skills, e.g. for Year 7 students	Small English class in Year 7 & 8 Focus on feedback to D/A students 'Let's think in English'- literacy programme	Regular monitoring of progress, highlighting barriers and areas to strengthen Whole-school book scrutiny of disadvantaged students	Working party for D/A T and L working party Head of English Literacy Coordinator Head of AEN	Small English classes continue in Year 7. English Teacher and AEN teacher have been trained in Revised Lit Programme. New Lit programme purchased.	- Progress shown for individual students

D. Developing higher numeracy skills	Small maths class in Year 7 & 8	Regular monitoring of progress, highlighting barriers and areas to strengthen	D/A working party T and L working party Head of Maths	Increased mobility from the small maths class to higher groups	Positive mobility from year 7 small group Year 8 – 22% of D/A students moved up groups
Total budget cost-					£32,936

v. Targeted support – Key Stage 3					
Desired outcome	Chosen action / approach	How we aimed to ensure it was implemented well?	Staff lead	Direct outcomes	Evidence of impact
Strategic approach to monitoring and raising attainment	Accurate assessment data. Improved outcomes for D/A students	1. Improve accuracy of data for KS3 (all staff) 2. Identify underachieving pupils TARGET GROUPS 3. Ensure all staff are aware of target group.	Associate HT 'Disadvantaged-D/A Pupil' working party	Book reviews and lesson observations demonstrate teacher accuracy and confirm target grades A majority of D/A students meet target grade	-Target groups identified and CPD provided for colleagues -see KS3 termly analysis
Supporting Learning/quality first teaching (teacher/department/faculty level)	Faculty/ teacher increased awareness of underachievers and actions to improve.	1. Identify D/A students in classes who are underachieving (subject teachers) 2. Share good practice across departments and faculties (HODs) 3. Ensure D/A students fully participate in the learning (subject teachers) 4. Teacher interventions to support increased progress. Could use sixth form leadership to focus on D/A students (subject teachers) 5. Effective monitoring and tracking (subject teachers/HODs/HOFs) 6. Positive feedback to students, e.g. in books, verbal feedback, positive contact with home (subject teachers, monitored through book reviews)	Associate HT 'Disadvantaged-D/A Pupil' working party	- data will show improved progress - learning walks will show D/A students are fully involved in their learning - book scrutinies highlight positive feedback to D/A students - department/faculty development plans will highlight the focus on D/A students and effective interventions to support their progress	-Reduction in number of D/A students not achieving targets in English, Maths and Science – for example, in year 9 - See KS3 termly analysis -see faculty SEFs and School Development Plan – D/A key priority area and highlight interventions

Developing higher literacy skills	Accelerate literacy skills for new Year 7 students whose KS2 SATS indicate support is needed	<ul style="list-style-type: none"> - Extra small Year 7 literacy group for targeted students - Increased use of the library Librarian to focus on D/A students not using the library - Literacy programme 	Head of English/Head of AEN 'Disadvantaged-D/A Pupil' working party	<ul style="list-style-type: none"> - Data shows accelerated progress from KS2 SATS/baseline assessments on arrival - Data from library shows more KS3 D/A students using the library and borrowing books 	<ul style="list-style-type: none"> - Progress shown for individual students - 11% of the 78 top readers were D/A students - 17% of those who have not used the library were D/A
Developing higher numeracy skills	Accelerate numeracy skills for KS3 students who find numeracy more challenging	- Extra Maths groups in KS3 with smaller number of students (Associate HT Head of Maths	-Data shows accelerated progress from KS2 SATS/baseline assessments on arrival - Increased mobility from the small maths class to higher groups	Positive mobility from year 7 small group Year 8 – 22% of D/A students moved up groups
Supporting Learning (pastoral level)	Closer monitoring of D/A students	<ol style="list-style-type: none"> 1.Tutor team aware of their D/A students and who is under-achieving (form tutors) 2.Tutors monitor positive and negative behaviour, intervening where appropriate, e.g. contact with home, work with HOY (form tutors) 	HOYs, form tutors	Positive feedback from students being supported	- See figures under KS4
Supporting emotional development and well-being	Targeted D/A students to receive more tailored support for their emotional, health and well-being	<ol style="list-style-type: none"> 1.Identify pupils on the target list who require emotional support – identify intervention – mindfulness (HOY/D/A team) 2.Identify those who require support from school counsellors (HOY/D/A team) 3.Identify those who would benefit from focus on social and behavioural support from PDC 4.Attendance at breakfast club 5. Work with PALAC 	Associate HT RAP Working party for D/A Counselling team	<p>100% of students report on positive impact of counselling and mindfulness</p> <p>Data from PDC highlights the support received has impacted on their behaviour</p> <p>Reduction in on calls for D/A students/behavioural concerns</p>	<ul style="list-style-type: none"> - Of 25 students who received counselling, 12 students no longer required support - 100% of students reported positive impact of counselling - Of 9 students supported, 4 no longer needed support from mindfulness - Attendance at breakfast club remained strong

Supporting the engagement of D/A students in school life, e.g. targeted intervention	More engagement in school life	<ol style="list-style-type: none"> 1. Taking on leadership roles, e.g. sports' leaders (D/A team and relevant colleagues) 2. Engagement in extra-curricular activity (see SDP) (D/A team and relevant colleagues) 3. 'Brilliant Club' for 12 Year 8 more able students 	Associate HT Working party for D/A,	Data highlights increase in leadership roles and in extra-curricular activities Feedback from students highlights impact of Brilliant Club	<ul style="list-style-type: none"> -25% of KS3-5 Jack Petchey winners were D/A students -Excellent feedback from Awards Evening -One student became a Barnet sports champion -Excellent feedback from all 12 students and 9/12 received 2:2 or 2:1 in their assignment – Brilliant Club
Supporting the engagement of parents/carers of D/A students	Increased engagement of D/A parents/carers	<ol style="list-style-type: none"> 1. Targeted group of year 7 students' parents/carers contacted re: Raising Achievement Programme 2. Focus group of KS3 students to give feedback on their experiences of school and what could be done to support them further 3. Focus group of students 'Safe Space' – through School Council 	Associate HT 'Narrowing the Gap', Working party for D/A,	Positive feedback from the parents/carers of targeted group on their relationship with the school	<ul style="list-style-type: none"> - Positive feedback from parents/carers whose children were in the Raising Achievement Programme in year 7, and desire for intervention to continue in years 8 - Positive feedback through School Council -Excellent feedback from parents evening
Supporting post-school careers	Targeted D/A students to receive early careers advice	1. Targeted group receive individual careers interviews in KS3	Head of Careers	Students report the interviews have helped them think about their future careers	- Very positive feedback received from individual students
Total budgeted cost-					£103,714

vi Targeted intervention Key stage 4					
Desired outcome	Chosen action	How we aimed to achieve this	Staff Lead	Direct outcomes	Evidence of impact
Strategic approach to monitoring and raising attainment	Accurate assessment data. Improved outcomes for D/A students Improved P8	TARGET GROUP 1. Improve accuracy of data 2. Identify underachieving pupils 3. Ensure all staff are aware of target group. 4. Inform students and parents 5. Strategic approach to intervention by Introducing year 11 revision intervention programme for students (e.g. Identify if students would be better attending English or Science revision), include walking talking mock and other whole year group/ faculty interventions 6. Effective monitoring and tracking of attendance at intervention sessions 7. Be strategic about students 'dropping' subjects	Associate HT RAP Working party for D/A SLT/FHu HR JS	Faculty interventions have impact on D/A student outcomes 85% correct predictions v actual 75% of D/A meet target grade 95% attendance at interventions Improved P8 to positive score	In 21 subjects, 70%, or more, of the more able D/A students achieved grades 9-4 In 10 subjects, 70%, or more, middle ability D/A students attained 9-4 grades at GCSE 70%+ of D/A students in PE, Biology, Chemistry and Physics achieved levels 9-4. In RE and History, 60%+ D/A students achieved grades 9-4 Gap for P8 narrowed to -0.67 ALPs 8 to 7 for D/A students ALPS, 2016-17 7 subjects in bottom 25% nationally 2017-18, 1 subject in bottom 25%

Supporting Learning (faculty level)	Faculty/ teacher awareness of underachievers and actions to improve.	<ol style="list-style-type: none"> 1. Identify and agree <i>target group</i> or review existing 2. Share with teachers and teams to inform TRAPs (teacher raising achievement plan) to identify what they are going to do to support in class. 3. Use Analyse, Action, Assess model 4. Faculties hold RAM (raising achievement meeting) to feedback on actions that have been successful and to co-ordinate what can be done at faculty level 5. Review evaluate 6. Faculty intervention e.g. Maths trial 7. Using 6th formers for 121 tuition during study periods 8. Using SAM learning to target specific groups. 9. Effective monitoring and tracking. 	Associate HT All staff 'Narrowing the Gap', Working party for D/A,	<p>Faculty interventions have positive impact on outcomes</p> <p>85% correct predictions v actual</p> <p>75% of D/A meet target grade</p> <p>100% usage of mathswatch/ SAM learning Majority of D/A students to achieve positive progress 8 in Maths GCSE Improved P8 to a positive score</p>	<p>Science- of the target group of 14 D/A students, most did one grade better in their summer GCSE than in their mock English – 10 students reported very positively on support from year 12 A'level English students/staff – Individual examples of level 8/ and 9 outcomes as a result of intervention</p> <p>Music- 'taster' sessions for instrumental lessons resulted in very positive attitude from target students</p> <p>HSC- after school club resulted in a L2 improved outcome for individual students</p> <p>French – 5/6 D/A students in the lunchtime intervention met their target grade, or, did better than predicted in the speaking exam</p> <p>Engineering- successful intervention resulting in 7 D/A students meeting TGs</p> <p>EAL-Positive feedback from 9 D/A students attending lunchtime club-one student achieving outstanding outcomes</p> <p>RE:revision focus on D/A students</p> <p>Maths- 100% usage of mathswatch achieved and 34% of D/A students received mentoring/reported positive impact of mentoring trial</p> <p>Gap for P8 narrowed – see RAMs</p>
Supporting Learning (pastoral level)		<ol style="list-style-type: none"> 1. Effectively monitoring and tracking of attendance. 2. Personal study tracker – tutors to support year 11s to plan their revision and personal study for the week. Tutors to sign off completed homework/ revision 3. Tutor team aware of who is on the <i>target list</i> and ensure they are fully supported. 4. Business and staff mentoring for a select group of students. 	Associate HT HOY 11 'Narrowing the Gap', Working party for D/A	<p>97% attendance for all year 11s</p> <p>95% usage of personal study tracker</p>	<p>- Closer monitoring resulted in the school gap for persistent absent D/A students closing – and a small increase in overall attendance for D/A students, with a decrease in the gap between D/A and non D/A students</p> <p>- Positive feedback received from most students who were mentored by staff</p>

Supporting emotional development and well-being	Pupils to be fully prepared for exams Improve 'exam experience'?	1.Tracking of attendance and supportive measures. 2.Growth mindset programmes in year 11 Assemblies 3Revision sessions for all year 11, followed up by revision strategy training for all staff so it can be implemented into lessons 4.Briefing sessions for students before the exams 5.Identify pupils on the target list who require emotional support – identify intervention – 6.mindfulness/ reducing exam anxiety sessions 7.Feed students before exams 8.Positive briefing sessions for all students before the exam. Improve the exam experience	SLT 'Narrowing the Gap', Working party for D/A	Improved attendance. 100% of students report positive impact of counselling and mindfulness Reduction in on calls for year 11 100% attendance and punctuality to all exams	- Small increase in attendance for D/A students - Of 25 students who received counselling, 16 no longer needed this support - 100% of students reported on positive impact of counselling - Of 9 students who attended mindfulness, 4 no longer required this support
Exam period preparation		1.Lessons continue until exam (then strategic plan for lessons/ revision periods). 2.Use of external companies such as PET XI for intensive support	Associate HT HOY 11 'Disadvantaged-D/A Pupil' working party	Lessons will have continued up until the actual exams with a resulting impact on GCSE outcomes	- Some impact evidence, e.g. improved Progress 8, with a narrowing of the gap with non-D/A students
				Total budget	£95,034

vii Other approaches (TBA)					
Desired outcome	Chosen action / approach	Actions to complete the goal	Success criteria/ how do we know this has been achieved	Staff lead	Impact
Attendance has improved and the gap has narrowed	<ul style="list-style-type: none"> - Close whole-school monitoring of attendance - Targeted EWO interventions - Targeted HOY interventions 	<ul style="list-style-type: none"> - To ensure that the gap in attendance between D/A and non-D/A narrows - Monitor student attendance - Work with families 	<ul style="list-style-type: none"> - Improved attendance of D/A students - Reduced persistent absence 	Associate HT RAP 'Disadvantaged-D/A Pupil' working party	<ul style="list-style-type: none"> -Gap for Persistent Absent D/A students narrowed from 23.4% for the school in 2016/17 to 17.1% in 2017/18 -Overall attendance of D/A students rose 0.2% and the gap decreased by 0.4%
All students have a career path, with no NEETs	<ul style="list-style-type: none"> -Individual careers interviews -Monitoring by Head of Careers of chosen pathways 	<ul style="list-style-type: none"> - Regular careers talks, workshops from colleges, varied places of work, apprenticeship schemes, universities 	<ul style="list-style-type: none"> - No NEETs 	Head of Careers	<ul style="list-style-type: none"> - There were no NEETs in 2017-18, as of September 2018 (2018 Provisional DfE data suggest 95% in education, employment, or training)
Total budgeted cost					£23,762