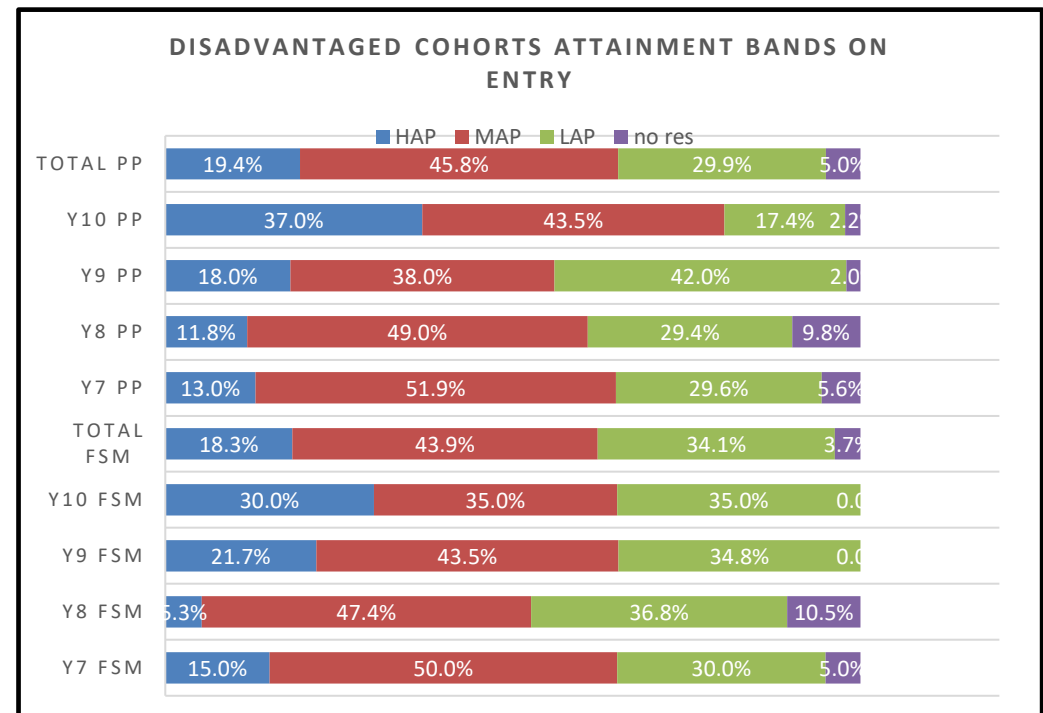


**OUR GUIDING VALUE:  
DISADVANTAGED STUDENTS SHOULD ACCESS, ATTEND, ASPIRE and ACHIEVE, IN LINE WITH OTHERS**

“Disadvantaged” students defines a group of students who qualify for the Pupil Premium Grant. Ensuring the progress of these students is at the forefront of our planning and delivery of learning activities in the classroom and outside. The progress of all students, from their starting points, is monitored half termly via our Standards Strategy but there will be particular emphasis in departments on the disadvantaged students and particularly those who are more able.

**Overarching principles:**

- Disadvantaged students need aspiration, achievement and attendance.
- Disadvantaged students are not an homogenous group.
- Being “disadvantaged” does not equate to low ability.
- Some disadvantaged students may need more support than others eg: those currently in receipt of Free School Meals, Looked After Children and those children who were formerly LAC
- Disadvantaged students need to be making better progress than non-disadvantaged students as, typically, starting points for disadvantaged students with similar potential are further behind disadvantaged students.
- The profile and understanding of disadvantaged students must therefore be high for all staff
- What works to raise the aspirations and achievement of disadvantaged students, will raise the aspiration and achievement of all



| 2018/19          | total     | HAP       |               | MAP       |               | LAP       |               | no ks2 result |              |
|------------------|-----------|-----------|---------------|-----------|---------------|-----------|---------------|---------------|--------------|
| Y7 FSM           | 20        | 3         | 15.00%        | 10        | 50.00%        | 6         | 30.00%        | 1             | 5.00%        |
| Y8 FSM           | 19        | 1         | 5.26%         | 9         | 47.37%        | 7         | 36.84%        | 2             | 10.53%       |
| Y9 FSM           | 23        | 5         | 21.74%        | 10        | 43.48%        | 8         | 34.78%        | 0             | 0.00%        |
| Y10 FSM          | 20        | 6         | 30.00%        | 7         | 35.00%        | 7         | 35.00%        | 0             | 0.00%        |
| <b>Total FSM</b> | <b>82</b> | <b>15</b> | <b>18.29%</b> | <b>36</b> | <b>43.90%</b> | <b>28</b> | <b>34.15%</b> | <b>3</b>      | <b>3.66%</b> |

| 2018/19         | total      | HAP       |               | MAP       |               | LAP       |               | no ks2 result |              |
|-----------------|------------|-----------|---------------|-----------|---------------|-----------|---------------|---------------|--------------|
| Y7 PP           | 54         | 7         | 12.96%        | 28        | 51.85%        | 16        | 29.63%        | 3             | 5.56%        |
| Y8 PP           | 51         | 6         | 11.76%        | 25        | 49.02%        | 15        | 29.41%        | 5             | 9.80%        |
| Y9 PP           | 50         | 9         | 18.00%        | 19        | 38.00%        | 21        | 42.00%        | 1             | 2.00%        |
| Y10 PP          | 46         | 17        | 36.96%        | 20        | 43.48%        | 8         | 17.39%        | 1             | 2.17%        |
| <b>Total PP</b> | <b>201</b> | <b>39</b> | <b>19.40%</b> | <b>92</b> | <b>45.77%</b> | <b>60</b> | <b>29.85%</b> | <b>10</b>     | <b>4.98%</b> |

| Summary information                   |         |   |           |  |   |
|---------------------------------------|---------|---|-----------|--|---|
| <b>Academic Year</b>                  | 2018/19 | <b>Total PP</b>                               | £170,000  | <b>Date of most recent PP Review</b>             | May 2018<br>SEP 2018<br>(figures finalised) |
| <b>Total number of students Y7-10</b> | 720     | <b>Number (%) of students eligible for PP</b> | 201 (28%) | <b>Date for internal review of this strategy</b> | Jan 2019<br>(Interim review)                |

| Current achievement/progress (July 2018)                             |                                 |                                     |                      |
|--|---------------------------------|-------------------------------------|----------------------|
|  | <i>Students eligible for PP</i> | <i>Students not eligible for PP</i> | <i>In School Gap</i> |
| % Y7 Making progress at least in line with flightpath in English     | 89%                             | 87%                                 | -2%                  |
| % Y7 Making progress at least in line with flightpath in Mathematics | 98%                             | 99%                                 | 1%                   |
| % Y8 Making progress at least in line with flightpath in English     | 74%                             | 82%                                 | 8%                   |
| % Y8 Making progress at least in line with flightpath in Mathematics | 89%                             | 96%                                 | 7%                   |
| % Y9 Making progress at least in line with flightpath in English     | 65%                             | 80%                                 | 15%                  |
| % Y9 Making progress at least in line with flightpath in Mathematics | 80%                             | 87%                                 | 7%                   |

### Attendance and Persistent absence - July 2018

| Group (pp number) | Attendance Disadvantaged | Attendance non Disadvantaged | Gap  | PA (<90%) DA | PA non- DA | Gap   |
|-------------------|--------------------------|------------------------------|------|--------------|------------|-------|
| Y7 (54)           | 94.5%                    | 96.3%                        | 1.8% | 9 (16%)      | 7 (5.5%)   | 10.5% |
| Y8 (55)           | 93.7%                    | 96.4%                        | 2.7% | 10 (18%)     | 5 (4%)     | 14%   |
| Y9 (51)           | 93.6%                    | 96%                          | 2.4% | 13 (25%)     | 7 (5.4%)   | 19.6% |
| Whole school      | 94.3%                    | 96.4%                        | 2.1% | 32 (20%)     | 19 (5%)    | 15%   |

### Current Identified Barriers to future attainment

|             |   |
|-------------|---|
| ACCESS      | <ul style="list-style-type: none"> <li>- Lack of cultural capital means that some DA students find aspects of the taught curriculum harder to access</li> <li>- Less affluence means that some students might be unable to afford uniform, equipment to enable them to feel part of the school</li> <li>- Less affluence means that some students are not able to access extra-curricular and enrichment activities where a parental contribution is required</li> <li>- For some students, importance and value of school and education has not been well modelled and is not encouraged</li> <li>- High proportion of Homework related appointments for DA students. For, some less encouragement to access homework support</li> <li>- For some vulnerable DA students, life outside of school adds extra pressures that mean coming to school is difficult</li> </ul> |
| ATTENDANCE  | <ul style="list-style-type: none"> <li>- Some lack of support for DA students to get to school leading to persistent absence. This is significant (15% gap cf non-disadvantaged students across the school). This is a key priority</li> <li>- 2% worse overall attendance for PP</li> <li>- 2% more lates for PP and 0.5% more lates for FSM (cf non-pp and non FSM )</li> </ul>   |
| ASPIRATION  | <ul style="list-style-type: none"> <li>- Low aspiration for some DA students leading them to place a low value on progress and/or settle for weak progress</li> <li>- Role models for some DA students do not support aspirational life goals.</li> <li>- Lack of social and cultural capital for some DA students means that IAG about future career options and destinations is not so readily accessed</li> </ul>  |
| ACHIEVEMENT | <ul style="list-style-type: none"> <li>- Research suggests KS2 results for some students are lower for similar ability. Risk of gap with true potential continuing to grow and risk of progression flightpaths and targets under-estimating potential</li> <li>- Poor behavior/Behaviour for learning masks true ability in some cases</li> <li>- DA seen as one group/associated with LAP (when in fact we have disadvantaged students across the attainment bands) .</li> <li>- Low parental engagement from some parents</li> <li>- Specific needs identified in research of LAC and formerly LAC students.</li> <li>- Progress gap opening up between disadvantaged/non disadvantaged as students move into KS4</li> </ul>  |

### How we spend our PP funding - Overview

|  |  |
|--|--|
| Staffing and leadership to support our work within key areas | AHT Inclusion lead, (inc DA students) Inclusion and Attendance team  |
| Academic Interventions (staffing and resources)              | Purple Pathway in Y7/8, Homework support club (Pupil Premium specifically invited), Linguascope and Rapid plus groups. Maths and Science clinics, More able support programmes (e.g. Silver and Gold programmes) |
| Pastoral Interventions                                       | Social Skills group, mentoring, Young Carers support, access to external providers   |
| Teaching and Learning  | Revision materials, department bids for resources (Teacher Premium, Literacy premium)  |
| Specialist targeted software                                 | Lexia, Rapid plus, mint class, CPOMS   |
| Training and development                                     | PP best practice conference, HLTA and ELSA training  |
| Additional opportunities to support access                   | FSM, Uniform and equipment, trips/visits, peripatetic music lessons, Tirabad Guarantee   |

**Allocation for 2018/2019 = £170,000 (inc. estimated LAC/Formerly LAC/Services premium)**

| Amount                                  | Purpose  | Rationale  | Access | Attend | Aspire | Achieve | Evidence  |
|---|--|--|--------|--------|--------|---------|---|
| 20000                                   | Personal budgets (£100/150 for FSM)                                    | Each student to have access to their own budget which will be centrally monitored  | Y      | Y      |        | Y       | Spend aids students in access and attendance  |
| 10000                                   | Tirabad guarantee  | All students re given the opportunity to attend Tirabad Outdoor educational centre once during their time at Maiden Erlegh School in Reading   | Y      |        | Y      |         | Positive attitudinal outcomes, improved social relationships, engagement and attendance   |
| <b>STAFFING CONTRIBUTIONS</b>           |  |  |        |        |        |         |   |
| 5000                                    | Standards Strategy Contribution  | Support towards colleagues working on raising standards of all students in the core subjects. DA students are prioritised  | Y      |        |        | Y       | DA student progress figures and effectiveness of interventions  |
| 2000                                    | IAG Strategy Contribution  | . Support for information and guidance re- careers and destinations post 16  | Y      |        | Y      | Y       | DA students have exposure to aspiration raising experiences. DA students are well informed and well guided in future careers/training – aim for 0 NEETS at the end of school career |
| 5000                                    | Homework club and other after school support                           | Provision made to part-support the after school home work/one to one TA support for students who have limited space/facilities to work at home   | Y      | Y      |        | Y       | Attendance at HW club of DA students  |
| 7000                                    | Breakfast Club staffing  | Ensure appropriate staffing so that Breakfast club has a successful welcoming atmosphere. This will support attendance and student engagement. To ensure no child need be hungry at the start of the day | Y      | Y      |        |         | Attendance to Breakfast club of identified vulnerable students<br>Student voice recognises value of provision   |
| 14000                                   | Attendance Officer contribution (to ensure PP high attendance rates)   | To Ensure high punctuality ad attendance among Disadvantaged students. Including DA student and parent facing work.  |        | Y      |        | Y       | DA Attendance figures are in line, clear evaluated actions in place to address poor attendance/PA among DA students   |
| 14000                                   | Senior Student Support worker contribution                             | Academic intervention work - esp. EAL support (high prevalence among DA students)  | Y      |        |        | Y       | Evidence from EAL interventions and one to one work of academic progressions (DCP) of identified DA students  |
| 28000                                   | Access and Achievement Student Mentor contribution                     | One to one and small group ELSA intervention work with DA students. Lead member of staff for young carers  | Y      | Y      | Y      | Y       | Attitudinal and behavioural outcomes are positive and show impact of one to one and small group sessions through evaluations and behaviour data                                     |
| 15000                                   | Behaviour and inclusion Mentor contribution                            | Behaviour intervention work to de-escalate issues and prevent serious sanction.  | Y      |        |        | Y       | behavioural outcomes are positive and show impact of one to one and small group sessions through evaluations and behaviour data   |
| 20000                                   | AHT contribution (with responsibility for Inclusion and Disadvantaged) | Senior colleague with responsibility for Disadvantaged strategy, provision and support   | Y      | Y      | Y      | Y       | Positive academic and pastoral, attendance outcomes for DA students and clear actions plans in place to support.  |
| 1800                                    | LAC/formerly lead salary contribution                                  | 1500 K+OC salary contrib. Colleague to oversee LAC/former LAC students. Attend PEP etc. Fulfil schools duty in this area in relation to the Children and Social Care Act 2017                            | Y      | Y      | Y      | Y       | Work supporting LAC/FLAC. Monitoring meetings/PEP outcomes.   |
| 1300                                    | Students in Schools coordinator  | 1K+OC Honorarium to co-ordinate University students programme with in-class mentoring (DA students prioritised)  |        |        | Y      | Y       | Programme integrated, Students are clearly targeted to give in class support to DA students   |
| <b>CURRICULUM SUPPORT (ring fenced)</b> |  |  |        |        |        |         |   |
| 4000                                    | Teacher Premium (academic support)                                     | Teachers can request money to support DA students in their subject   | Y      |        | Y      | Y       | Targeted spend of money to meet specific and clear need to support curriculum/learning access   |

|                    |  |   |   |   |   |   |   |
|--------------------|--|---|---|---|---|---|---|
| 5000               | Literacy development                             | Contribution to developing literacy within the school, specifically to give access and exposure to DA students to books and other appropriate reading materials.  | Y |   | Y | Y | Identified provision made. DA students who benefit show improved outcomes (e.g. Eng progress, reading age improvements)   |
| 4000               | Pastoral Premium (pastoral support)              | Pastoral team (HoY and inclusion team) can request money to support student access, attendance and achievement  | Y | Y | Y | Y | Targeted spend of money to meet specific and clear need to widen pastoral needs and attendance  |
| 500                | More Able Premium                                | Specific support for More able HAPS to access support and resources. Teacher led  | Y |   | Y | Y | HAP DA students are supported in aspiration raising activity (uni visit days etc.)  |
| 3000               | Off-site activity (e.g. Reading FC, JAC stables) | Contribution to Reading FC mentor programme, and provision for students who would benefit from ALP or external support  | Y |   |   | Y | Specific ALP for DA is evaluated. Behavioural/academic data as appropriate  |
| 1000               | Parent engagement & Translation services         | Production and translation costs of key information and materials (high prevalence of non-English speaking parents among DA)                                      | Y |   |   |   | Translation of comms material leads to greater engagement of parents  |
| <b>IT/SOFTWARE</b> |  |   |   |   |   |   |   |
| 1700               | Lexia  | Blended learning /phonics package to support lower ability students develop literacy/writing  | Y |   |   | Y | Accelerated progress in reading and writing for Lower ability DA students   |
| 500                | Rapid plus                                       | Software based intervention to support reading development  | Y |   |   | Y | Accelerated progress in reading and writing for Lower ability DA students   |
| 1900               | Mint class                                       | SIMS linked seating plan software, providing real time assessment and contextual data to aid planning and delivery. Supports in lesson aspects of the PP strategy | Y |   |   | Y | Teachers are more effectively able to use seating plans and interventions (e/g priority seating) enhanced knowledge of PP students and their ability bands. Supporting QFT. |
| 1500               | CPOMS  | Integrated safeguarding and CP software to enhance record keeping and referral processes in order to better safeguard vulnerable children                         | Y | Y |   |   | Integrated and online safeguarding record system enhances processes and serves safeguarding needs of many DA students who are vulnerable                                    |
| <b>TRAINING</b>    |  |   |   |   |   |   |   |
| 800                | HLTA qualification                               | Training to enhance the delivery of HLTA led support sessions for literacy and maths  | Y |   |   | Y | Increasing expertise and confidence for support staff in one go one and small group intervention settings   |
| 1000               | ELSA qualification                               | Training for mentors to enhance interventions around emotional literacy   | Y |   |   | Y | Enhanced interventions more appropriately support DA students with emotional literacy needs   |
| 600                | PP conference                                    | Best practice research – networking with other DA leads   | Y | Y | Y | Y | Effective/research supported best practice informs strategy going forward   |
| <b>Contingency</b> |  |   |   |   |   |   |   |
| 3000               | Contingency                                      |   |   |   |   |   |   |
| 170000             |  |   |   |   |   |   |   |

**How have we considered the EEF/other information about effective methods for raising attainment/achievement of disadvantaged students?**

| Intervention                     | EEF effectiveness Measure | Actions   |
|----------------------------------|---------------------------|---|
| Feedback                         | + 8 month progress        | Whole school focus on Dedicated improvement time. Priority seating, Priority marking. Priority questioning.   |
| Peer tutoring                    | + 5 months progress       | UTC post-16 student mentoring, Students in Schools (Reading University Students in schools programme)   |
| Reading comprehension strategies | +5 months                 | Purple Pathway for <L4 or < 100 St score on arrival, Toe by Toe, Linguascope and Rapid Plus for EAL, Lexia  |
| 1:1 tuition                      | +5 months                 | bespoke interventions on needs basis  |
| Homework                         | + 5 months                | Teachers set meaningful homework and follow up non-completion. Invitation and compulsory homework club provides a regular space and additional TA support for Homework to be completed. |
| Behaviour Interventions          | +3 Months                 | bespoke interventions on needs basis  |
| Arts Interventions               | +2 Months                 | trips/visits, peripatetic music lessons   |
| EEF/IFS Breakfast club study     |                           | Improve attendance and attainment by ensuring students have a healthy breakfast   |

Do we show interim tracking of disadvantaged students and action points to take forward?

Whole school monitoring at each DCP (5 times per year). Action plans developed with pastoral leaders and subject leaders on a needs basis. Access and Achievement mentor (and other inclusion team) will be deployed to support identified students who are underperforming

Do we show evidence in the classroom that PP students are known to the teacher and that QFT allows them to make good progress?

- Expectation on all staff to know and identify PP students. Clear from seating plans and lesson plans during lesson observations and Drop Ins. These can be evidenced in Teacher's class information folders and in their planning.
- Mintclass software to be trialed (2018/19) to support teacher practice.

Does the SIP identify any issues in the performance of disadvantaged students?

1. SIP is reviewed half-termly and informs the allocation of funding going forward
3. SIP gives a summary of the actions taken and reviews the effectiveness of these.
3. DA Lead (Assistant Headteacher ) to inform governors at LAB and Trust level of the effectiveness of the ongoing action plan and outcomes via review and report

**Strategic objectives and actions**

**KPIs:** Gap between DA students and non DA students making above average progress or better across subjects is <5%

Attendance for DA students 94% or better overall, <9% DA students are Persistent Absentees

| <b>Objective 1:</b> To continue to communicate a clear vision which will raise the profile of disadvantaged students and enhance the school's inclusive ethos. |   |                          |
|--|---|--------------------------|
| <ul style="list-style-type: none"> <li>• <b>We will ensure that the profile of disadvantaged/</b></li> </ul>   | <b>Actions:</b><br>All teaching staff identify DA students and have them in mind when planning, delivering and marking. Staff use priority marking, priority questioning, priority seating. | <b>Jan 2019 Review :</b> |

|  |  |                                 |
|--|--|---------------------------------|
| <p><b>students remains high in school.</b></p> <ul style="list-style-type: none"> <li><b>We will ensure that staff recognise that Disadvantaged students are not an homogeneous group but require personalised provision</b></li> <li><b>We will use research supported key strategies to improve progress for these students (and by extension, all students).</b></li> <li><b>We will regularly review DA achievement as integral part of Standards strategy meetings</b></li> </ul> | <p>Staff briefings/cpd to continue to reference DA students to reinforce key messages about profile and priority, potential barriers to learning and strategies to address these.</p> <p>Mintclass software to be trialed to ensure teacher knowledge of students is current, facilitate efficient priority seating and targeted planning</p> <p>PP students also differentiated by ability group and other factors (e.g. students kept in the spotlight as priority through staff bulletins and briefings).</p> <p>HAP/PP Focus for More Able coordinator.</p> <p>For all PP children to receive a Pupil Premium Passport identifying their entitlement and 'wish list'. This can be added to by staff i.e. revision guide. This will not only show teachers what they have used, but also parents, giving pupils independence on what they spend their allowance on.</p> <p>Use of EEF/Sutton Trust research and other research backed guidance to ensure effective targeting of resources.</p> <p>Differences between groups identified during standards meetings. Outcomes cascade at curriculum team level thus keeping profile high.</p> <p>DA students to be a key focus for HOYs when analysing DCP data. Responses coordinated in liaison with Curriculum Leaders, alongside Access and Achievement Mentor.</p> |                                 |
| <p><b>Objective 2: To improve basic literacy/reading ages for lower ability students and to improve the progress and attainment of all disadvantaged students in English.</b></p>  |  |                                 |
| <ul style="list-style-type: none"> <li><b>We will focus on improving basic literacy and reading ages for lower ability Students.</b></li> </ul>  | <p><b>Actions:</b><br/>Students in need of support identified as part of Standards Strategy.</p> <p>Students in Schools volunteers directed to work with DA students/individual and groups</p>   | <p><b>Jan 2019 Review :</b></p> |

|  |  |                                 |
|--|--|---------------------------------|
| <ul style="list-style-type: none"> <li><b>We will focus on Improving the progress and attainment of all disadvantaged students in English. Our aim is that 85% of disadvantaged students make progress in English in line with progress flightpath (or better)</b></li> </ul>  | <p>Lexia software has been purchased for the next two years - engaging many LAP/DA pupils to support literacy. Rapid+/Linguascope in place for EAL students (many of whom are DA)</p> <p>Reading scheme (before/after school + using UTC mentors in place to support students who need help with reading)</p> <p>All DA students receive a £10 book voucher to use at the book fayre.</p> <p>Breakfast Club has a Reading corner where students can sign books out.</p> <p>Implement a reading morning for all Year 7 as part of the pastoral morning agenda.</p> <p>Language for learning strand of the SIP for 2019 - whole school focus on language and vocab development</p> |                                 |
| <b>Objective 3: To improve basic numeracy skills for lower ability students and to improve the progress and attainment of all disadvantaged students in Maths</b>  |  |                                 |
| <ul style="list-style-type: none"> <li><b>We will focus on improving basic numeracy skills for lower ability students.</b></li> <li><b>We will focus on Improving the progress and attainment of all disadvantaged students in Maths. Our aim is that 85% of disadvantaged students make progress in Maths in line with progress flightpath (or better)</b></li> </ul> | <p>Students in need of support identified as part of Standards Strategy.</p> <p>Students in Schools volunteers directed to work with DA students/individual and groups</p> <p>"Morning Maths" intervention</p> <p>DA students falling behind make use of after school support interventions.</p>   | <p><b>Jan 2019 Review :</b></p> |
| <b>Objective 4: To improve Attendance of Disadvantaged students and reduce the gap between disadvantaged and non- disadvantaged students for Persistent Absence</b>  |  |                                 |
| <ul style="list-style-type: none"> <li><b>We will work with families and students to improve rates of attendance of DA children</b></li> </ul>   | <p>Out student facing attendance officer closely monitors attendance and develops range of responses and interventions with absentees and those DA students late.</p> <p>We have a clear escalation process for addressing attendance and punctuality across inclusion/pastoral teams</p>  | <p><b>Jan 2019 Review :</b></p> |



|  |   |                                 |
|--|---|---------------------------------|
| <ul style="list-style-type: none"> <li><b>We will bring down the rate of persistent absence among DA children</b></li> </ul>   | <p>We actively engage with the EWS to support.</p> <p>Our Access and Achievement mentor will work with students (and families) to help them to overcome barriers to attendance</p> <p>Through the SEF process we have regular monitoring and intervention cycle for DA absence and PA</p> <p>We run a popular breakfast club. Many attendees formerly had attendance issues. To continue promoting next academic year – to be included in induction packs for students and parents.</p> <p>Short-term incentives in place by HOYs and Attendance Officer.</p> <p>Attendance to contribute to awarding House Points and new rewards approach</p>   |                                 |
| <b>Objective 5:</b> To cater for the emotional and wider needs of disadvantaged students, so that they are able to fully Access their education and school life  |   |                                 |
| <ul style="list-style-type: none"> <li><b>We will provide 1:1 mentoring for students related to individual need.</b></li> <li><b>We will ensure that mentoring is to be tailored towards academic progress and achievement.</b></li> <li><b>We will ensure that the specific needs of LAC and Formerly-LAC students are provided for.</b></li> </ul> | <p>Foundation students identified as requiring additional support are mentored 1:1 leading to an improvement in effort/attendance/engagement/attainment.</p> <p>Wider inclusion interventions available (e.g. School Counsellor, Sweet Science, JAC youthwork).</p> <p>Access and Achievement mentor in place to co-ordinate this work in liaison with curriculum and pastoral leads.</p> <p>Senior student support worker focuses on academic progress esp. where EAL is a barrier to learning.</p> <p>School LAC/Formerly LAC key worker is the school pastoral and academic lead for identified students. Will advise other staff on best approaches to working with individual LAC/formerly LAC students.</p> | <p><b>Jan 2019 Review :</b></p> |
| <b>Objective 6:</b> To raise achievement for disadvantaged students through a sharp focus on “Quality First Teaching”  |   |                                 |
| <ul style="list-style-type: none"> <li><b>We will provide continuous professional development that focusses upon the needs to individual teaching to ensure all make progress.</b></li> </ul>  | <p>Ensure the CPD programme for teaching and support staff has Quality First Teaching at its heart, in order to raise the profile of disadvantaged students. Training to highlight:</p> <ul style="list-style-type: none"> <li>That DA students should not be viewed as a homogenous group</li> <li>That many DA students are likely to have been under-assessed at KS2 and therefore progress expectations should be stronger</li> </ul>   | <p><b>Jan 2019 Review :</b></p> |

|  |  |                                 |
|--|--|---------------------------------|
| <ul style="list-style-type: none"> <li>• <b>We will ensure HAP DA students are given sufficient stretch and challenge to enable them to make strong progress</b></li> <li>• <b>We will provide resources for individual departments/teachers to target specific resources that support QFT for disadvantaged students.</b></li> <li>• <b>We will ensure equality of opportunity for disadvantaged students.</b></li> </ul> | <p>Resources purchased via the Teacher Premium make a positive impact on those students using them.</p> <p>Students have financial support for additional opportunities, such as trips, resources, uniform, bespoke opportunities, peripatetic music lessons</p> <p>Tirabad Guarantee – every PP student is entitled to a trip to outdoor education in Wales.</p>  |                                 |
| <p><b>Objective 7: To raise aspiration and to ensure successful transitions for disadvantaged students</b></p>   |  |                                 |
| <ul style="list-style-type: none"> <li>• <b>We will ensure all disadvantaged students have a clear supported plan to make the transition into the next stage of work/education/ Training</b></li> <li>• <b>We will provide appropriate role models/visitors to the school as part of the PSMSC programme to raise aspiration and horizons.</b></li> </ul>  | <p>Full Implementation of the IAG strategy:</p> <p>All disadvantaged students have a plan in place for future progressions.</p> <p>Effective communication with parents about options and future career/training/programmes of study beyond 16</p> <p>Year 8 students have individual guidance to ensure aspirational and appropriate KS4 pathways.</p> <p>Transition for Vulnerable students in place for Y6 to Y7. Additional induction visit.</p> <p>Variety of external guests for assembly/PSMSC and in other contexts to inspire students to achieve</p> | <p><b>Jan 2019 Review :</b></p> |