

# Sacred Heart Catholic College

## Disadvantaged Pupils – Evaluation of Strategy

With regard to the objectives in the school development plan and pupil premium plan the following has happened:

**Devise opportunities to build cultural capital within and outside the curriculum** – a GPF has been delivered to one group of staff regarding cultural capital and we plan to deliver a presentation to the whole school when appropriate. This is to be coordinated by KJO and AMO. The form time cultural capital PowerPoints for next year have been completed. Form tutors will use one form time per week to discuss a cultural item from the PowerPoint presentations.

**Hold pupil progress interviews with all Y11 Disadvantaged Pupils** – all parents of DP pupils were invited to a progress meeting. These were conducted by senior staff and meetings were held in the sixth form centre. Pupils' progress towards MAs was discussed and attendance where appropriate.

**Exploit fully the SIMS record of behaviour incidents analysing behaviour inside and outside of the classroom** – SIMS behaviour records have been regularly used for discussion in LM with DP advocates. Advocates have then been able to discuss any issues with HOY and/or pupil where appropriate.

**Use survey of engagement of Disadvantaged Pupils to determine barriers/Audit activities attended by Disadvantaged Pupils** – survey of engagement completed with all year groups on engagement in extra-curricular activities. Advocates had just begun to analyse responses and discuss with pupils barriers to attending extra-curricular activities when lockdown occurred.

**Begin individual mentoring of Disadvantaged Pupils by staff in autumn term** – the majority of Year 11 Disadvantaged Pupils were allocated a mentor but when lockdown began this mentoring did not continue.

**Trial 'punctuality to lessons' report with Year 10 Disadvantaged Pupils** – Year 10 DP advocate trialled reports with some year 10 Disadvantaged Pupils with some success. KJO and SCL to discuss rolling it out to all of Year 10/other year groups.

**Reorganise support team to implement revised attendance procedures for Disadvantaged Pupils** – Attendance interviews were arranged for all Disadvantaged Pupils who were classed as PA with senior staff. Parents were asked to agree to catch-up lessons after school if they're child was absent. IO were assigned a year group and kept in contact with parents regarding their child's attendance. IO were asked to report pupils' weekly attendance to see if improvements were being made. Initial signs were promising that attendance seemed to be improving.

**One to One Tuition in years 10 & 11** – selected Disadvantaged Pupils attended one to one sessions for English and Maths using school staff. This was successful with some students

# Sacred Heart Catholic College

but not all. Tutor Trust delivered a handful of sessions to selected Year 11 pupils but lockdown prevented this continuing.

**Maths department collaboration with Bishop Rawstone Teaching School** – members of the Maths department have made several visits to Bishop Rawstone in order to look at their best practice. Several new initiatives have been introduced including use of Hegarty Maths, more frequent assessments, LAG tasks etc.

**Invest in Technology in Maths** – the department has purchased 30 iPads.

In addition to the above all Year 11 Disadvantaged Students have had a Fasttomato interview with AMA to discuss their future plans.

## Planning

We should continue with the attendance initiative as described above; initial indications suggest that it was having a positive effect. Contact can be made with PA DP students early on in the autumn term in order to engage parents with the catch up lessons and online learning; DP Advocates will keep in contact with parents and monitor attendance. We also aim to provide a bus for Years 7 & 8 to help improve attendance and punctuality.

One to One tuition should move to KS3 and KS4 and should target students who are falling behind their peers in English and Maths. This will include but not exclusively be Disadvantaged Pupils. There will be overlap with SEN so collaboration with SENCo and KS3/KS4 coordinators of English and Maths.

Research suggests that a number of Disadvantaged Pupils have a language deficit and/or speech and language difficulties in comparison with their non-disadvantaged peers. We could buy into an initiative called 'talk about talk' which is delivered by a charity called ICAN. The initiative is aimed at 14-18 year olds with poor communication skills. The charity provides training to one or more members of staff to enable them to deliver lessons to pupils to get them ready for the workplace.

We need to raise the profile of Disadvantaged Pupils across the school and ensure that staff have a collective responsibility for their progress. KJO will speak at HODs briefing regularly (every 3 weeks) to keep staff updated with DP progress and new ideas and initiatives. HODs will need to feedback on DP progress in their subjects.

DP Advocates should continue in their role to monitor progress of Disadvantaged Pupils, complete work scrutiny, mentor students etc. DP RAP meetings need to take place regularly involving HOY, HOS, HODs (En & Ma) Advocate and KJO to discuss progress and strategies to narrow the gap between DP and non-DP.