

## Disadvantaged Pupils: Action Plan

SIP Link	Aim	Actions	Personnel / Timescale	Impact
Equality E2a	Reduce behaviour incidents for DP, particularly FTE	Review impact of behaviour interventions for DP pupils : <ul style="list-style-type: none"> <li>• Monitor use of buddy room, isolation room, IFTE and FTE</li> <li>• Implement class charts</li> <li>• Introduce pencil case loan system</li> </ul>	ZD & pastoral team  SC, ZD, PE, AMH / GP Spring 2019 onwards	Internal data evidences improving trend in behaviour and reduction in exclusion rates for DP
Equality E1b	Further develop staff training around support for disadvantaged pupils	<ul style="list-style-type: none"> <li>• Include session on provision for DP in staff induction</li> <li>• Explore opportunities for further staff training</li> <li>• Develop links and networks for the sharing of good practice, including triangulated PP reviews</li> </ul>	AMH Easter 2019 AMH, CALs SC, AMH, CALs Spring / summer 2019	Inset records, LW and LO data PP review training records and reports
Equality E2d	Reduce PA / increase attendance for DP	<ul style="list-style-type: none"> <li>• Assign single responsibility for first call priority</li> <li>• Implement a policy for home visits regarding attendance at agreed trigger points</li> <li>• Explore use podcasts to promote importance of good attendance</li> <li>• Ensure PC's target DP non-attendance as priority</li> </ul>	ZD Autumn 2018 ZD, YLs, RR Spring and summer 2019 PE, ZD Spring 2019	PA reduces DP attendance increases, gaps narrow
Equality E1b, E1d	Ensure effective use of catch up fund Year 7	<ul style="list-style-type: none"> <li>• Clear priority and focus on DP in catch up strategy</li> <li>• Transition and literacy work focuses on Closing the Vocabulary Gap (Lancashire SOG project)</li> <li>• Implement system for organised catch up after absence / exclusion to minimise negative impact on progress</li> </ul>	AMH, JT, JW, NM, LC ZD, AMH, JT Spring 2019  ZD, AMH, LC, NM, JW Spring 2019	LWS and observations evidence increased focus on vocabulary Pupil and parental voice
Equality E1a, E1b, E1d, E2c	Increase focus on PP in SEND team and improve liaison with PP team	<ul style="list-style-type: none"> <li>• Extend DP working party to include SEND representative</li> <li>• Rationalise meeting times to twice per half term</li> <li>• Engage with parents at transition from KS2 – 3 as per SEND model.</li> </ul>	AMH Feb 2019 AMH February 2019 ZD, JT, SH Summer 2019	Working group meets regularly to implement and review action plan
Equality E1a	Increase capacity for leadership of DP across school and establish clear lines of accountability	Develop a DP roles and responsibilities overview: <ul style="list-style-type: none"> <li>• To be produced by DP working party</li> <li>• Shared with teaching staff, displayed in staff work areas</li> <li>• Link from DP Strategy on website</li> </ul>	AMH, MO, LS, SH, CoG Spring 2019	DP roles and responsibilities overview published and understood by all colleagues DP working group established
Equality E1b	Fully exploit capacity for strongest teachers to teach more PP pupils.	<ul style="list-style-type: none"> <li>• Review teaching capacity and teacher deployment alongside distribution of DP in specific classes</li> <li>• Ensure judicious staff deployment for new timetable</li> </ul>	SC, PE Spring 2019  SC, PE, CALs	TT evidences effective and efficient deployment of strong teachers, LWEs and LO evidence
Equality E1a, E1b	Use DP funding to drive recruitment and bring in capacity to accelerate improvement	<ul style="list-style-type: none"> <li>• Recruit science teacher with whole school responsibility for DP</li> <li>• Recruit Faculty Lead Performing Arts (P8 Open)</li> <li>• Bring in external support – maths, geography, MFL</li> <li>• Exploit capacity of best teachers to teach more PP pupils</li> </ul>	SC, CoG Spring 2019 SC, CoG Spring 2019 SC, AMH	New appointments made Support sourced Effective and efficient deployment of teaching staff
Equality E1b	Improve the quality of classroom provision for DP across the school	<ul style="list-style-type: none"> <li>• Implement guidance document for teaching DP in the classroom</li> <li>• Further promotion and embedding of Learning Link</li> <li>• Inception of staff reading group</li> </ul>	AMH, CALs, T & L ambassadors Spring / summer 2019	LOs, LWs, work scrutiny, stakeholder voice

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Equality E1c, E1d	Improve P8 for disadvantaged pupils	<p>Focused tracking of DP after each data drop:</p> <ul style="list-style-type: none"> <li>Subject teachers update spreadsheet with intervention strategies; spreadsheet produces linked summary document for each DP.</li> <li>Targeted intervention in core and key identified subjects following PPEs (informed by PPE results and PIXL wave) – core group of DP combined with rewards / out of classroom education</li> <li>Analyse impact of strategies over time – Spreadsheet / Provision Mapper</li> </ul>	AMH, MO, LS, CALS Autumn 2018 onwards	Spreadsheet / Provision Mapper tracks DP progress, records strategies for each individual and supports evaluation of efficacy of strategies employed
Aspiration A2d	Enhance IAG / work related learning for DP pupils	<ul style="list-style-type: none"> <li>Give DP priority for work experience placements</li> <li>Provide and prioritise access to one-to-one options meetings and careers advice from internal and external advisors</li> </ul>	BM & CIAG co-ordinator Spring 2019 onwards	WE / IAG records Pupil and parental voice Destinations data
Aspiration A2a, A2b	Ensure DP pupils access an appropriately enriched curriculum	<ul style="list-style-type: none"> <li>Explore opportunities to provide organised lunchtime activities for PP pupils</li> <li>Prioritise DP pupils in selection of enrichment activities and access to Character Matters education</li> </ul>	SC, ZD, BM Summer 2019 Summer 2019	Enrichment LWs and LOs Pupil and parental voice Enrichment and extra-curricular activities attendance registers
Aspiration A1a, A1b	Curriculum review	<p>Conduct overall curriculum evaluation in order to:</p> <ul style="list-style-type: none"> <li>Introduce vocational qualifications</li> <li>Explore Year 8 Options for creative subjects</li> <li>Undertake detailed review of SoL starting with core subjects</li> </ul>	SC, PE, CW Autumn 2018, Spring 2019	New curriculum model Link meeting records, DIPs and DSEFs
Success S1a, S1b. S1c	Further develop provision in mathematics, with particular regard to DP	<p>Devise internal support programme for maths to include review of:</p> <ul style="list-style-type: none"> <li>KS4 foundation SoL</li> <li>KS3 SoL – focus on Year 7 transition and ‘catch up’</li> <li>TLR structure and linked roles and responsibilities</li> <li>Accommodation and organisation of teaching areas</li> </ul> <p>and to:</p> <ul style="list-style-type: none"> <li>Develop external links and networks for subject leadership</li> <li>Enhance provision for staff development</li> </ul>	SC, AMH, CoG, NM Spring 2019	Full maths audit undertaken and next steps agreed Los, LWs, work scrutiny and outcomes data evidence improvements in maths provision
Success S1b, S1c, S2c	Enhance senior leadership and governor support for DP	<ul style="list-style-type: none"> <li>Streamline current systems for the provision of data to CALs and YLs in order to evaluate the nature of data provided and the quality of presentation</li> <li>Review format and content of reports to governors</li> <li>Increase governor involvement in LWs, LOs and curriculum link meetings</li> </ul>	SC, MO, ZD, CALS Summer 2019  SC SC and SLT Spring / summer 2019	Communication between SLT, CALS and Governors is improved Records of LWs, LOs, link meetings and governors’ minutes
Success S2d, S2e	Improve consistency of written feedback across the school	<ul style="list-style-type: none"> <li>Review marking and feedback policy</li> <li>SLT / CAL / Advisor work scrutiny and geography</li> <li>SLT / CAL work scrutiny maths</li> </ul>	AMH, JT, T&L ambassadors Autumn 2018 SLT, NM, AB, JT, AH Spring 2019	Consistency improved across school as evidenced by LWs, LOs and work scrutiny