

Overcoming the effects of Pupil deprivation at Penglais School.

2016-2017

At Penglais 12% of pupils are in receipt of Free School Meals. In order to receive FSM a family must be in receipt of benefits and have an income of no more than £16,190. In addition, pupils who are Looked After are entitled to the pupil deprivation grant for LAC which is distributed via the education consortium.

Save the Children estimate there are one in three children living in poverty in Wales; some of them are entitled to FSM, some are not and some refuse to or cannot apply.

Pupils who are facing deprivation currently perform less well than their peers in Wales. Some of the characteristics identified in the school experiences of pupils who face deprivation are:

- a poor attendance record;
- not accepting the school culture;
- having additional learning needs;
- have parents/carers who are less likely to be involved in their children's education;
- in the case of white working class boys, are less likely to achieve their potential than any other group;
- not being able to ask for help easily;
- a lack self-esteem and confidence;
- feeling ignored, shunned or demeaned by peers;
- rebelling or be different as a means of self-defence.

Research has found that schools should concentrate their interventions on the following areas if they are to make best use of the Pupil Deprivation Grant:

1. Whole school approaches that focus on

Leadership;
Effective learning and teaching;
Pupil Wellbeing.

2. Engaging parents/carers and their families.
3. Strengthening links with their communities' particularly through out of hours learning and mentoring interventions as a way of supporting aspirations.

(Egan, 2014, Making Effective use of the Pupil Deprivation Grant.)

Another source of information is the Sutton Trust Toolkit of Strategies to Improve Learning. The Sutton Trust have collated a significant amount of evidence relating to intervention strategies and have identified the strategies which provide the highest gain for pupils with varying levels of cost. The strategy which provides the highest advantage was effective feedback from teachers to pupils. The feedback can be written, verbal or high quality peer and self-assessment. Having high quality homework was also identified as a strategy which would provide gains for pupils for low costs. In addition peer mentoring and meta-cognition have shown to provide gains for all pupils with low costs.

With the research provided by the Sutton trust, Egan and recommendations from Estyn we will be implementing a number of initiatives to support the progress and wellbeing of pupils facing deprivation.

Whole School Priorities

We aim to provide:

- high quality teaching and learning in the classroom;
- challenging and interesting homework tasks which enrich pupils understanding and develop independent study skills;
- high quality feedback during lessons and in books;
- high expectations for all pupils with a clear tracking process which enables us to intervene with additional support if a pupil is in danger of underachieving;
- a curriculum which is balanced, broad and challenging for all pupils;
- career support for all pupils which is timely and purposeful;
- timely attendance tracking with follow up actions implemented accordingly in line with LA policies and procedures;
- emotional support from pastoral teams and in Hafan which allow pupils to engage in school life and the curriculum;
- pastoral teams who engage parents/carers through regular contact and positive relationships;
- appropriate CPD for all staff in raising awareness of the impact of deprivation on pupils' ability to learn and succeed;
- provide library facilities which are available before, after and during the school day.

All staff at Penglais will:

- identify FSM pupils discreetly in mark books and never display Eportal with FSM list visible;
- maintain the highest expectations of all pupils and convey them regularly;
- support positive future aspirations for all pupils;
- deliver high quality lessons which challenge all;
- provide high quality feedback to pupils;
- provide equipment whenever necessary to pupils who are experiencing deprivation or who are in receipt of FSM;
- pass on concerns immediately to a member of the appropriate pastoral team if a pupil is displaying signs of physical hardship e.g. lethargy, hunger, lack of clean uniform;
- when planning trips we must ensure that the trips are supporting learning and be sensitive to all pupils making them accessible to all;
- request use of hardship funds whenever possible;
- encourage use of homework clubs and the library;
- be mindful when asking general questions such as “did you have a good holiday/Christmas” and assuming there are two parents at home. Many pupils living in deprivation may not live with one parent and may be being cared for by family members or social services.

The Pastoral teams will:

- Identify hard to reach parents/carers who do not attend parents evenings and encourage a dialogue with school;
- have identified the pupils who are facing deprivation who are on low incomes and / or FSM;
- support teachers in providing information and responding if subject teachers pass on any relevant information.

Hafan will:

- Provide nurture group provision for those pupils identified;
- interview identified pupils by the pastoral team who are in receipt of FSM and mentor those who need it;
- provide qualification opportunities for those who find mainstream curriculum inaccessible in Key Stage 4.

Penglais School: spending of the Deprivation Grant

Targets

Attendance 2016-2017	Key Stage 3 2016-2017	Key Stage 4 2016-2017
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eFSM: X Whole school: X	English L5 + eFSM: X% Maths L5 + eFSM: X%	L2+ eFSM 56% L2 eFSM: 87% L1 eFSM: 91%
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<p>Hafan support</p> <ul style="list-style-type: none"> - withdrawal for pupils unable to access mainstream curriculum in key stages 3 and 4, - nurture group, - one to one sessions with identified FSM pupils where appropriate; support identified pupils in mainstream lessons. 	<p>Inclusion support staff.</p> <p>40% of 1 x Level 4 (40% of 25,386) £10,154.40</p> <p>40% of 1 x Level 2 (40% of 10,124) £4,049.60</p> <p>5% of AHT to run nurture group 5% of 67,274 £3,363.70</p> <p>Total: £17,567.70</p>
<p>Pastoral Support</p> <p>Pastoral Team</p> <ul style="list-style-type: none"> - team of four pastoral leaders with responsibility for year groups along with HoY, - non-teaching role to support those facing behavioural and emotional difficulties, - four Heads of Year tracking achievement of those pupils eFSM. Providing support to ensure pupils meet targets. 	<p>11% of 4 x Level 4 staff</p> <p>4x £25, 049 = 100,196. 11% of 100,196 £11,021.56</p> <p>4 x 60,928/2 = 30,464 11% of 30,464 £13,400</p> <p>Total: £24,421.56</p>

<p>Intervention</p> <p>Literacy and Numeracy</p> <p>Team of dedicated STAs and teaching staff available to intervene through either:</p> <ul style="list-style-type: none"> - small group provision with designated skills lessons on timetable, - withdrawal programmes for spelling, reading and numeracy. 	<p>Numeracy: 0.6 STA(£ 20,240)</p> <p>Of which 38% of pupils seen are FSM: Spend: £7,691.20</p> <p>Literacy:</p> <p>F/T Teacher. (40% of £45594) £18,237.60 STA x 3 at 0.8 x 19697</p> <p>40% of pupils seen for literacy are FSM. £23,636.40</p> <p>Total: £49,565.20</p>
<p>KS4 support</p> <p>Additional parents' evenings and workshops for year 11 PDG pupils and materials to support learning at home.</p> <p>One to one sessions for year 10 and 11 pupils to develop their ability to use teacher feedback and develop independent learning skills.</p>	<p>£6, 500</p>
<p>Attendance</p> <p>Ensure EIO is involved in all cases identified by AHOYS.</p> <p>Attendance officer to chase unauthorised absences verbally as well as written consent.</p> <p>Meeting time with parents and ISW.</p>	<p>11% of FT Level 3 (25,049)</p> <p>£2,755.39</p>
<p>Facilities</p> <p>Library opening extended hours, 8.15-4.30 term time only.</p>	<p>£5,000</p>
<p>Homework Support</p>	<p>£1,000</p>

<p>Student support from Aberystwyth University on a weekly basis after school as well as lunchtimes in school using student's specialist subjects.</p> <p>Lunchtime sessions with subject specialists.</p>	
<p>Leaders of Achievement:</p> <p>English Maths</p> <p>These staff have been identified as specialists in these areas and are seeing pupils during designated non-contact hours or during morning registration.</p> <p>Pupils identified in collaboration with HoY and DHT (Achievement), DHT tracking of pupils.</p>	<p>HoF tracking and planning as well as group tuition. £10,000</p> <p>Additional tutor group with Mathematics subject specialism tutor – £2893</p> <p>12% of 62, 000= £7440</p> <p>Total: £20333</p>
<p>Support Staff</p> <p>Data manager Support DHT in identifying underachieving pupils in KS 3 and 4.</p>	<p>£3,500</p>
<p>Option choice support</p> <p>Pastoral team and DHT taken off timetable to support pupils and parents with option choices.</p>	<p>£700</p>
<p>Equipment and educational activity support</p> <p>Any uniform and equipment provided, contributions towards educational visits.</p>	<p>£1157.15</p>

<p>TOTAL</p>	<p>£132, 499.85</p>
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