

King's Lynn Academy

Disadvantaged students – progress and plans for 2016-2017

Context

The predicted outcomes for Y11 students in receipt of the Pupil Premium – or disadvantaged students – falls well behind that of their peers. The target for this year is to ensure that disadvantaged students make progress in line with non-disadvantaged students nationally.

In 2015-2016 there was some good progress made with basics measures and progress lower down the school. Many of the interventions from the last academic year have now become embedded and the progress needs to continue and rapidly this academic year.

The provision includes:

- Attendance intervention
- Personal mentoring and intervention through key staff
- Parental engagement intervention e.g. 1:1 meetings
- 1:1 meetings with senior staff, personal action planning and follow up review meetings
- Year 9 UEA mentoring programme
- Year 10 Disadvantaged tutor group – focus on raising aspirations.

Some of the key strategies are as follows:

1. To continue to develop staff through training to ensure that everyone understands their accountabilities and the scale of the challenge.
2. High impact presentations asking staff to reflect back on disadvantaged students in this year's Year 11 and last year's cohort who have failed to reach their potential, using Year 7 photos of these students and tracking where the journey has gone wrong, challenging the culture of the academy.
3. Clearly identifying the whole academy lead and pastoral leads for disadvantaged students and making this very clear to all students and families in this group and to all staff.
4. Ensuring that each student has a significant contact with an adult who can help them. Also includes a 'high profile' member of ALT with a clear Disadvantaged agenda.
5. Re-budget for next year to justify the income, both in terms of current staffing and expenditure whilst freeing up money for discretionary spending. Where provision

continues to be paid for by Pupil Premium, meet with all affected staff to explain their accountabilities and the outcomes expected.

6. Focus on both KS3 and KS4 as a key project, with the emphasis on 'diminishing gaps' in progress across all years.
7. Work with staff to 'twin' disadvantaged students with those who are not, of very similar academic profiles on intake. Whilst students would not know of this 'twinning', we would track their progress very clearly with all staff to insist on there being 'no gap' and would regularly sample work throughout the five years, observe them side by side in lessons and so on, to provide a very clear illustration of the issues at hand. This will be part of INSET foci.
8. Insist upon a 'no opting out' policy for high standards with a particular focus upon disadvantaged students and Year 7 and year 8 in particular, looking at presentation of work, completion of homework and high standards of uniform. Once teachers accept slightly lower standards in these key and symbolic areas, expectations and horizons can be going to lower very quickly.
9. Review our Careers Guidance and information, advice and guidance programme to provide at least an annual high quality discussion with an advisor about future pathways.
10. Use Raising Achievement meetings as a health-check for departments so that we can get to the bottom of the experience of disadvantaged students and where the issues are – there is so much internal variation in experience and outcomes at KLA that we must find out what is driving the gaps rather than talk in aggregates or averages, which can mask where things are going well and what we can learn from these areas.

Fundamental to this is the need to have a strong action plan which we don't deviate from. But at the same time being flexible with our actions in response to data for Disadvantaged students and other issues that may arise through the academic year.

Over view of Pupil Premium Interventions

Intervention	Yr7	Yr8	Year 9	Year10	Year 11
KS4 – GCSE subjects – revision aids provided for English, Maths, Science and Humanities				•	•
KS3 – Core subjects – Revision aids provided for English, Maths and Science	•	•	•		
1 to 1 Careers meetings with external Careers Advisor		•	•	•	•
KS3 Workshop on Learning to Learn – Metacognition	•	•			
Monthly Attendance reports for all PP students in order to introduce early intervention	•	•	•	•	•
KS4 Preparation for GCSE – revision, planning, writing GCSE answers				•	•
Greater Parental Engagement – ensuring all parents meet subject tutor or tutor to discuss their child’s progress either at school, neutral location or at the home (if transport is an issue)	•	•	•	•	•
1:1 Mentoring by tutors each term	•	•	•	•	•
Welcome Pack for all PP students at start of the school year	•	•	•	•	•
Free Year 11 transport for students who are unable to attend GCSE revision classes after school due to transport issues					•
All PP students to have any integral curricular visits paid from PP in order to ensure attendance to this valuable learning	•	•	•	•	•
PP students to have access to Student mentors and Business mentors			•	•	•
Senior staff to meet PP parents/students who are not making expected progress at Parents meetings	•	•	•	•	•
One central record of interventions and impact for each student	•	•	•	•	•
Uniform and equipment support	•	•	•	•	•

From parental feedback and student feedback to put into place individual interventions around attendance, well-being and personal attainment.