
Disadvantaged Students Funding: 2019-2020

Disadvantaged Students Funding: Introduction

Disadvantaged Students is additional funding provided by the Department for Education (DfE) to support the education of the most socio-economically disadvantaged students. The funding is specifically targeted on those students who are entitled to free school meals (FSM) as well as those who are categorised as looked-after children (LAC) and Ever 6.

Key Principles

- All staff aim to ensure that there is no achievement gap between Disadvantaged Students and non-Disadvantaged Students at Isleworth & Syon School.
- Achievement of all students including those from disadvantaged backgrounds is best fostered in a school with an ethos of high expectations, where high-quality teaching and learning lies at the core.
- The curriculum is designed and regularly reviewed to ensure that it meets the needs of all learners.
- Teaching and learning in the classroom is the main focus for raising attainment. Student learning will be supported by additional targeted interventions both within small groups and one-to-one. This supports and complements classroom provision.
- Students from disadvantaged backgrounds benefit greatly from wide enrichment opportunities within and outside the school, so as to develop the cultural and social skills needed to support transition to the next stage of education, training or employment.
- Disadvantaged Students funding is best spent in an integrated way to ensure that entitled students receive an umbrella of support enabling them to achieve their potential. Where possible, expenditure is reviewed by year group.

2018-2019 Report (Budget £245,418)

This money was used in a number of ways to support both the progress and attainment of young people, examples of which are listed below.

CURRICULUM PROVISION

- Embed the Accelerated Reader programme across all Key Stage 3.
- Develop the Year 9 nurture group and the provision of Foundation Learning in English.
- Develop literacy and numeracy activities within form time.
- Develop meta-cognition/revision/study skills within mainstream teaching for Years 7-13.
- Develop the author-visitor programme to promote literacy.
- Continue to re-organise Key Stage 4 structures in English and mathematics in order to support level 9-7 attainment.
- Develop Progress and Preparation Activities (PPA) across the school so as to develop a culture of 'closing the gap' across all curriculum areas.
- Develop genuine opportunities for work-related learning for all BTEC programmes
- Develop curriculum steps to build confidence and success in Key Stage 4 mathematics.
- Develop one-to-one music tuition for all in Year 7.

ATTENDANCE & PUNCTUALITY

- Introduce a trigger system for Disadvantaged Students whose attendance falls below 96%.
- Introduce additional face-to-face interventions in order to encourage higher attendance.
- Initiate more layered interventions for Disadvantaged Students compared to the whole school approach.

TARGET INTERVENTIONS (LITERACY AND NUMERACY)

- Embed processes to support disadvantaged students in their external examinations (walk-throughs; warm-ups; access to ICT; calculators; equipment packs).
- Develop external agency/off-site provision to enable catch-up and increase pupil engagement.

PROFESSIONAL DEVELOPMENT

- Develop regular staff training on classroom strategies (Wave 1) to target disadvantaged pupils.

- Embed whole school strategies to improve high-quality verbal feedback and written marking to support student learning and promote rapid progress among disadvantaged pupils.
- Develop training for intervention staff on the effectiveness of wave 2 and 3 input.
- All senior and middle leaders attend conferences with Partners in Excellence (PiXL) so as to embed basic, core pedagogical principles related to raising standards.
- Develop the role of the Attendance Officer to intervene, support and guide parents/carers whose children are below 96% attendance.
- Create other leadership roles aimed at raising the profile of disadvantaged students and closing the gap
- Staff training via CELP; an established middle leader will continue to attend the CEIAG subject network

ASPIRATIONS, CAREERS, GUIDANCE AND SUPPORT

- Target students from disadvantaged backgrounds to access a suite of opportunities to develop public speaking, presentation skills, and leadership skills.

ENRICHMENT BEYOND THE CURRICULUM (CLUBS AND TRIPS)

- Transformational enrichment programmes beyond the curriculum (Clubs/Trips/DoE schemes) were strengthened.

Impact

In 2019, Disadvantaged Students Funding has narrowed the gap between Disadvantaged Students and those who are not. The value-added score for Progress 8 (measuring progress from KS2-4 in the best eight subjects) for disadvantaged learners at Isleworth and Syon was -0.19 with zero being the national average for all students, boys and girls. The national average for girls and boys who are disadvantaged was -0.45; disadvantaged boys only are likely to be much lower than this figure. This indicates that disadvantaged students at Isleworth and Syon perform much better than other students across the country in all subjects and significantly better than disadvantaged boys nationally. Our internal school "gap" is -0.2. The national "gap" is -0.45

The attainment of Y11 disadvantaged learners (46.99) was also higher than the national average for national disadvantaged boys and girls (36.54); this is an increase on 2018. However, there remains an internal gap within the school as the attainment of non-DS was 50.48. Furthermore, this internal variance is also shown in the progress data as disadvantaged students achieve on average one third of a grade lower across their subjects compared to their non-disadvantaged peers at the school.

In 2019-2020 the school continues to strive to close the internal variance regarding students' progress and attainment with £222k of funding for disadvantaged students.

The Main Barriers to Educational Achievement for Disadvantaged Students

The main barriers to educational achievement for disadvantaged pupils include:

- literacy - accessing the curriculum
- attendance and punctuality

Plans to Address These Barriers In 2019-2020 (Budget £222,000)

Plans include the development and embedding of practices from 2018-2019 as well as some additional initiatives.

CURRICULUM PROVISION

- Appoint an Accelerated Reader coordinator to further develop and embed the programme in Years 7 and 8 as well as targeted students in Year 9.
- Develop the PiXL Edge programme following an external review undertaken in the Summer Term 2019.
- Embed literacy and numeracy activities within form time.
- Embed meta-cognition/revision/study skills within mainstream teaching for Years 7-13.
- Embed the author-visitor programme to promote literacy.
- Continue to re-organise Key Stage 4 structures in English and mathematics in order to support level 9-7 attainment.
- Embed and develop revision strategies in order to improve students' metacognition
- Embed genuine opportunities for work-related learning for all BTEC programmes
- Embed curriculum steps to build confidence and success in Key Stage 4 mathematics.
- Embed one-to-one music tuition for all in Year 7.
- Initiate an audit into subject specific gaps for disadvantaged students and review strategies in procurement
- Developing Literacy across the curriculum through the use of staff training on reading strategies and by developing student's use of second tier language.
- Develop KS5 reading lists with the view to rolling out to KS4 and then KS3.

ATTENDANCE & PUNCTUALITY

- Embed the trigger system for students whose attendance falls below 96%.
- Develop the additional face-to-face interventions used to encourage higher attendance.
- Develop the whole-school approach to punctuality by clarifying punctuality procedures and systems to the staff body and students.
- Initiate more layered interventions for disadvantaged students compared to the whole school approach.

PROFESSIONAL DEVELOPMENT

- Develop staff training on the forensic, effective use of live data to support planning and interventions at an individual student level.
- Embed regular staff training on classroom strategies (Wave 1) to target disadvantaged pupils.
- Embed whole school strategies to improve high-quality verbal feedback and written marking to support student learning and promote rapid progress among disadvantaged pupils.
- Embed training for intervention staff on the effectiveness of Wave 2 and 3 input.
- All middle and emerging leaders attend conferences with Partners in Excellence (PiXL) so as to embed basic, core pedagogical principles related to raising standards.
- Embed the role of the Attendance Officer to intervene, support and guide parents/carers whose children are below 96% attendance.
- Develop the leadership roles created last year in order to raise the profile of disadvantaged students across the school with the aim to close the gap
- Develop the role of the careers leader who will continue to attend the CEIAG subject network.

TARGET INTERVENTIONS (LITERACY, NUMERACY AND EBACC)

- Pilot an intervention strengthening home-school links when the reading age of disaffected disadvantaged students falls below an effective level.

ASPIRATIONS, CAREERS, GUIDANCE AND SUPPORT

- Initiate an extra-curricular programme, "I&S Inspires" to expose students to wider employability pathways and to increase their cultural capital by developing their knowledge on global issues and current affairs.
- Careers leader takes a pro-active role with disadvantaged students in relation to employability and careers
- Develop systems to monitor, track and evaluate impact of enrichment opportunities

ENRICHMENT BEYOND THE CURRICULUM AND PERSONAL DEVELOPMENT

- Communicate opportunities for generic cultural capital to parents/carers.
- Target individual students for additional, subject specific cultural capital.

Plans to Measure Impact in 2020-2019

Self-evaluation is the lifeblood of the school. Self-evaluation or quality assurance will include termly impact reports for:

1. Continuing professional development (CPD) including initial teacher training (ITT)
2. Feedback and marking: work scrutiny of work by disadvantaged student across subjects
3. Teaching and learning (learning walks; lesson observations; use of MINTclass)
4. The library (Accelerated Reader)
5. Literacy: one-to-one data
6. Gifted and talented: student voice
7. Disadvantaged/Disadvantaged Students (impact based on expenditure streams)
8. Number of work experience "own finds".

Reference to disadvantaged pupils and Disadvantaged Students will be interwoven within as many of these reports as possible.

The Next Review of the Disadvantaged Students Strategy

The Disadvantaged Students strategy will be reviewed on a termly basis. Impact reports will be presented to curriculum governors in February 2020 and June 2020.

- Disadvantaged Students checklist