ISLEWORTH·&·
SYON SCHOOL
FINIS CORONAT OPUS

Disadvantaged Students Funding: 2021-2022

School and Funding Overview

SCHOOL NAME:	Isleworth & Syon School for Boys
NUMBER OF STUDENTS IN SCHOOL:	928 (Years 7-11)
PROPORTION OF PUPIL PREMIUM ELIGIBLE STUDENTS (%):	29.1%
ACADEMIC YEARS THAT OUR CURRENT STRATEGY PLAN FOR THE USE OF PUPIL PREMIUM FUNDING COVERS:	2021-2024
DATE PUBLISHED:	1 September 2021
DATE REVIEWED:	30 September 2022
PUPIL PREMIUM LEAD:	Simon Fisher
TRUSTEE LEAD:	Vanessa Smith
PUPIL PREMIUM FUNDING ALLOCATION FOR THIS ACADEMIC YEAR:	£257,850
RECOVERY FUNDING ALLOCATION FOR THIS ACADEMIC YEAR:	£29,362
PUPIL PREMIUM FUNDING CARRIED OVER FROM PREVIOUS YEAR:	0
TOTAL BUDGET FOR THIS ACADEMIC YEAR:	£287,212

Disadvantaged Students Funding: Introduction

Our school catchment is located among areas of high social deprivation and, as such, 26% of our students are eligible for pupil premium. This has the potential to bring some complex challenges. As a staff body we are committed to ensuring that these challenges are mitigated so that all students can reach their full potential. Given this, it is essential that we identify individual barriers in order to provide personalised, targeted support so that our students can both flourish academically and experience memorable moments through our comprehensive extra-curricular provision.

Disadvantaged Students funding is additional finance 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 as categorised as looked-after children (LAC), Ever 6 and/or from military families.

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 in the mainstream setting 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.

Challenges: The Main Barriers to Educational Achievement for Disadvantaged Students (DS)

CHALLENGE NUMBER (PRIORITISED)	DETAIL OF CHALLENGE
1	Raise attainment and promote the rapid progress of DS students by ensuring consistency in relation to teaching, learning and assessment, both, across and within departments.
2	Attendance and punctuality.
3	Literacy: access to the curriculum
4	Identify and dimmish constraints to student behaviour for learning including supporting their well-being
5	Support student access to greater online provision in order to foster and sustain distance, blended and independent learning.

2020-2021 Report (Budget £259,368)

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)
- Initiate processes to support disadvantaged students in their external examinations using the national Tutoring Programme (NTP).
- 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.

RESOURCES AND EQUIPMENT
- Students were not limited as a result of their lack of: ICT provision, domestic wi-fi, PE kit, art supplies, stationary, revision guides, dictionaries and scientific calculator.

ENRICHMENT BEYOND THE CURRICULUM (CLUBS AND TRIPS)
- Transformational enrichment programmes beyond the curriculum (Clubs/Trips/DoE/NCS/GT schemes) were strengthened.

Impact

In 2021, the attainment 8 (A8) score of Year 11 disadvantaged students (DS) was half a GCSE grade lower than that on of non-disadvantaged boys (5.1). In addition, based on the table below, there remain wide-ranging internal attainment gaps within the school between the two groups of students. Furthermore, this internal variance is also shown in historical progress data.

A TABLE SHOWING EXAMINATION OUTCOMES AND TRENDS FOR YEAR 11 STUDENTS								
	2021	**2020**	**2019**	**2018**		**DS 2021**	**DS 2020**	**DS 2019**
Attainment 8	5.21	5.27	4.94	5.0		4.70	4.68	4.70
Progress 8		0.33	-0.03	0.3			0.23	-0.25
Eng & Ma 4+	69%	72%	5.21	70%		57%	70%	69%
Ebacc 9-4	11%	17%	24%	36%		5%	12%	20%
Eng Ave grade	5.09	5.31	5.11	5.29		4.59%	4.67%	5.08%
Maths Ave grade	4.76	5.07	4.84	4.89		4.16	4.48	4.43

Plans to Address These Barriers in 2021-2022 (Budget £257,850)

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

HIGH QUALITY TEACHING (WAVE 1): PROFESSIONAL DEVELOPMENT
- Embed evidence-based approaches linked to instructional teaching: high challenge, low threat, modelling, oracy, reading, active revision, independent practise and collaborative learning.
- Embed whole school strategies to improve high-quality verbal feedback and written marking to support student learning and promote rapid progress among disadvantaged pupils. This includes providing opportunities to use and act on feedback.
- 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. This includes the effective use of Pivotal approaches as well as seating plans using MINTclass.
- 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.
- Develop the leadership role to raise the profile of disadvantaged students across the school with the aim to close the gap.

ATTENDANCE & PUNCTUALITY
- Embed the role of the Attendance Officer to intervene, support and guide parents/carers whose children are below 96% attendance.
- Develop a more layered interventions for disadvantaged students compared to the whole school approach. This includes a trigger system for students whose attendance falls below 96%.
- Develop additional face-to-face interventions used to encourage higher attendance.
- Develop a whole-school approach to punctuality by clarifying punctuality procedures and systems to the staff body and students.
- Strengthen partnership working with external agencies.

CONTINUAL 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.
- Embed the expectation that all senior and middle leaders attend conferences with Partners in Excellence (PiXL) so as to embed basic, core pedagogical principles related to raising standards.
- Initiate wider leadership roles aimed at raising the profile of disadvantaged students and closing the gap: NTP, SIG.
- Develop training for intervention staff on the effectiveness of wave 2 and 3 input. For example, develop staff training the relevance of the Gatsby benchmarks and wider CEIAG including face-to-face and virtual work experience.

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.
- Develop the roll-out of and subscription to online platforms to support Progress and Preparation Activities (PPA) as homework: Educake, Tassomai, Dr Frost, My GCSE Science, SAMlearning
- Embed literacy and numeracy activities within form time/study support.
- Embed metacognition/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 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 oracy, reading strategies and by developing student use of second tier language.
- Develop KS5 reading lists with the view to rolling out to KS4 and then KS3.

TARGET INTERVENTIONS (LITERACY AND SOCIAL INCLUSION - SEL)

- Develop engagement projects strengthening home-school links (a) when the reading age of disaffected disadvantaged students falls below an effective level and; (b) when parents/carers require support on home study/revision
- Develop processes to support disadvantaged students in their external examinations using the National Tutoring Programme (NTP).
- Develop the work of Learning Support Assistants and tutors who work to improve reading ages of those below 10.0 with a focus on disadvantaged students.
- Develop the role of the school librarian in identifying reading gaps as well as signposting opportunities to students/staff.
- Develop the use of Sixth Form reading ambassadors.
- Social and emotional learning (SEL) interventions are implemented with a specific focus on improving students' decision-making skills, interaction with others and their self-management of emotions.
- Community mentoring: targeted students are supported via discussions with mentors.

ASPIRATIONS, CAREERS, GUIDANCE AND SUPPORT

- Develop 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.
- Develop the role and profile of the Careers leader who takes a proactive role with disadvantaged students in relation to employability and careers.
- Initiate a career cluster pilot in Year 10 with disadvantaged students.
- Develop systems to monitor, track and evaluate impact of enrichment opportunities

RESOURCES AND EQUIPMENT

- Develop student access to essential curricular resources including: school uniform, ICT provision, domestic wi-fi, PE kit, art supplies, stationary, revision guides, dictionaries and scientific calculator.

ENRICHMENT BEYOND THE CURRICULUM AND PERSONAL DEVELOPMENT

- Communicate opportunities for generic enrichment to parents/carers. Identify and support essential curricular trips and/or enrichment experiences.
- Target individual students for additional, onsite subject specific enrichment.
- Target individual students for additional, offsite subject specific enrichment/intervention: DoE, NCS, club affiliation
- Ring-fence and subsidise enrichment opportunities for disadvantaged students.

Plans to Measure Impact in 2021-2022

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

1. Data analysis: students make better than expected progress.
2. Continuing professional development (CPD) including early career teacher training (ECT): staff feedback
3. Feedback and marking: work scrutiny of work by disadvantaged student across subjects/student voice
4. Teaching and learning (learning walks; lesson observations; audit the use of MINTclass)
5. Attendance and punctuality: data
6. The library (Accelerated Reader): data on loans and usage
7. Literacy: one-to-one data from the Learning Support team
8. Gifted and talented: student voice/data
9. Number of work experiences/enrichment placements: student voice/data
10. Resources and equipment: student voice/audit

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 2022 and June 2022.