

Disadvantaged Students Funding: 2022-2023

School and Funding Overview

SCHOOL NAME:	Isleworth & Syon School for Boys
NUMBER OF STUDENTS IN SCHOOL:	946
PROPORTION OF PUPIL PREMIUM ELIGIBLE STUDENTS (%):	32%
ACADEMIC YEARS THAT OUR CURRENT STRATEGY PLAN FOR THE USE OF PUPIL PREMIUM FUNDING COVERS:	2021-2024
DATE PUBLISHED:	30 September 2022
DATE REVIEWED:	30 September 2023
PUPIL PREMIUM LEAD:	Alex Nowicki and Erin Durnien
TRUSTEE LEAD:	Vanessa Smith
PUPIL PREMIUM FUNDING ALLOCATION FOR THIS ACADEMIC YEAR:	£253,145
CATCH-UP FUNDING: SCHOOL-LED:	£41,513
RECOVERY PREMIUM FUNDING ALLOCATION FOR THIS ACADEMIC YEAR:	£70, 932
PUPIL PREMIUM FUNDING CARRIED OVER FROM PREVIOUS YEAR:	0
FSM SUPPLEMENT:	£111,733
TOTAL BUDGET FOR THIS ACADEMIC YEAR:	£477, 323

Disadvantaged Students Funding: Introduction

Our school catchment is located among areas of high social deprivation and, as such, 32% 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 are categorised as looked-after children (LAC), Ever 6, from military families and/or asylum seekers.

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, 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 via effective oracy, reading and writing
4	Identify and diminish 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

2021-2022 Report

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

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.
- Embed regular staff training on classroom strategies to target disadvantaged pupils. This includes the effective use of Pivotal approaches as well as seating plans using MINTclass.
- 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 and support parents/carers whose children are below 95% 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 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.
- 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 the programme in Years 7/ 8 and targeted students in Year 9.
- Develop the PiXL Edge programme and appoint a coordinator
- Develop the roll-out of and subscription to online platforms to support Progress and Preparation Activities (PPA): 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.
- 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.
- 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 and reading strategies.
- Develop KS5 reading lists and consider impact at KS4 and then KS3.

TARGET INTERVENTIONS (LITERACY AND SOCIAL INCLUSION)

- 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 DS in their external examinations using the National Tutoring Programme (NTP).
- Develop the work of Learning Support Assistants to improve reading ages of those below 10.0 with a focus on DS

ASPIRATIONS, CAREERS, GUIDANCE AND SUPPORT

- Develop the role and profile of the Careers leader
- 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 enrichment to parents / carers. Identify and support 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.

Impact

In 2022, the attainment 8 (A8) score of Year 11 disadvantaged students (DS) remains half a GCSE grade lower than that on of non-disadvantaged boys (5.1). However, the % of students achieving 4+ in English and Maths has increased and the gap between disadvantaged students and non-disadvantaged students has been reduced. The average grade for English and Maths has also increased.

A TABLE SHOWING EXAMINATION OUTCOMES AND TRENDS FOR YEAR 11 STUDENTS									
	2022	2021	2020	2019		DS 2022	DS 2021	DS 2020	DS 2019
Attainment 8	5.19	5.21	5.27	4.94		4.72	4.70	4.68	4.70
Progress 8	0.01	NA	0.33	-0.03		-0.23	NA	0.23	-0.25
Eng & Ma 4+	70%	69%	72%			65.6%	57%	70%	69%
Ebacc 9-4	15.2	11%	17%	24%		9.8%	5%	12%	20%
Eng Ave grade	5.19	5.09	5.31	5.11		4.82	4.59	4.67	5.08
Maths Ave grade	5.05	4.76	5.07	4.84		4.64	4.16	4.48	4.43

Plans to Address These Barriers In 2022-2023 (477,323)

Plans include the development and embedding of practices from previous years as well as some additional initiatives:

HIGH QUALITY TEACHING (WAVE 1): PROFESSIONAL DEVELOPMENT

- Continue to build upon successful elements of evidence-based approaches linked to instructional teaching: high challenge, low threat, modelling, oracy, reading, active revision, independent practise and collaborative learning.
- Regular communication with staff of classroom strategies to target disadvantaged pupils through means such as Yammer and staff bulletin. This includes the effective use of Pivotal approaches as well as seating plans using MINTclass.
- Develop opportunities for the leadership role to raise the profile of disadvantaged students across the school with the aim to close the gap.

ATTENDANCE & PUNCTUALITY

- Further support provided to the Attendance Officer to intervene, support and guide parents/carers whose children are below 95% attendance.
- Develop a more layered system of interventions for disadvantaged students compared to the whole school approach. Re-introduce additional meetings and targets with potential focus on Years 7 and 8 whose attendance falls below 95%, with the objective of supporting students achieve good attendance from the beginning of their secondary school experience.
- Develop additional targeted interventions and rewards system to encourage higher attendance amongst DS.

CONTINUAL PROFESSIONAL DEVELOPMENT

- Continue to develop regular staff training on classroom strategies (Wave 1) to target disadvantaged pupils. Ensure that continued exposure is given such as in SIG meetings, Middle Leaders meetings and Curriculum Teams meetings
- Coordinate leadership roles (T&L/G&T/careers co-ordinators) to include raising the profile of disadvantaged students and closing the gap through regular cross-leadership communication and supporting whole school initiatives

CURRICULUM PROVISION

- Develop the PiXL Edge programme: appoint a coordinator, support Pledge
- Embed curriculum steps to build confidence and success in Key Stage 4 mathematics amongst students below grade 6.
- Develop Key Stage 4 initiatives in mathematics to support underachieving DS students. Targeted interventions such as DS invited to PPA club and programmes such as 'Strive 5/7'
- Embed genuine opportunities for work-related learning for all BTEC programmes
- Developing literacy across the curriculum through the use of staff training on oracy, reading strategies and by developing student use of second tier language.
- Embed research-based approach in KS3 English relating to whole class readers - Initial roll out with Year 7
- Expanding reading lists out to KS4 and then KS3.
- Re-introduce the author-visitor programme to promote literacy.

TARGET INTERVENTIONS (LITERACY AND SOCIAL INCLUSION)

- Embed systems to monitor the progress of DS across subject areas following data inputs. Develop interventions targeting those making limited progress.
- 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.
- Expand role and impact of the recovery programme through the National Tutoring Programme (NTP) to target DS in Year 11 Maths and English. Develop framework for DS in Years 8 & 9.
- Develop the role of Sixth Form reading ambassadors and volunteers through increasing student awareness of benefits and providing more support/training. To include student mentoring: targeted students are supported via discussions with mentors.
- Support the role of Accelerated Reader coordinator to further expand the programme in Years 7 and 8 to improve the reading ages of those below 10.0 with a focus on disadvantaged students.
- Implementation of rewards/ end goals to encouraged engagement amongst disengaged DS with lower reading ages

ASPIRATIONS, CAREERS, GUIDANCE AND SUPPORT

- Embed the role and profile of the Careers leader and develop strategies to take a proactive role with disadvantaged students in relation to employability and careers.
- Develop programme with Year 10 with disadvantaged / vulnerable students.
- Develop role of extra-curricular co-ordinator and the systems to monitor, track and evaluate impact of enrichment opportunities.
- Ensure that DS are represented on the High Potential Learner (HPL) list, students will also be targeted for opportunities aimed at raising aspirations, for example, University trips

RESOURCES AND EQUIPMENT

- Identify and support DS access to essential curricular resources including uniform, ICT provision, domestic wi-fi, PE kit, art supplies, stationery, revision guides, dictionaries and scientific calculators.

ENRICHMENT BEYOND THE CURRICULUM AND PERSONAL DEVELOPMENT

- Communicate opportunities for enrichment to parents / carers. Identify and support 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.
- Identify extra-curricular opportunities for DS both internally and externally - Increase communication and exposure to all students. Build connections with external providers with invitations into school to increase publicity.
- Increase Music lessons provided for targeted DS students in Years 8 and 9.

Plans to Measure Impact

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

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. High Potential Learners (HPL): student voice / data
9. Number of work experiences / enrichment placements: student voice / data
10. Resources and equipment: student voice / audit

Reference to 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 2023 and June 2023.