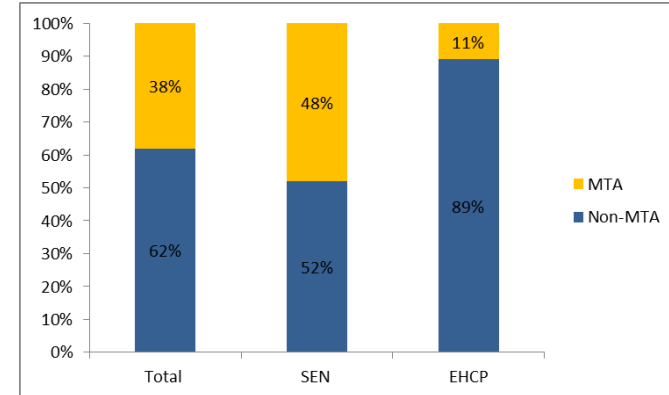
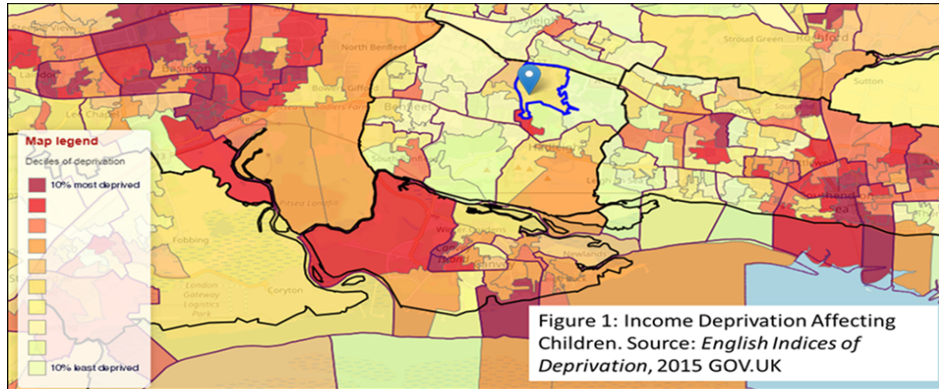


DISADVANTAGED STUDENTS AT THE DEANES 2018-19



- Our local area is amongst the 50% least deprived in the country.
- Whilst many of our students live in the local areas, a significant proportion travel in from areas where deciles of deprivation are as high as 20% and 10% in some neighbourhoods.
- 24% of students in Year 9 – 11 reside in areas targeted by NCOP.

- 37% of students at The Deanes are Disadvantaged compared to 27% nationally.
- 38% of our Disadvantaged students are MTAs. (18% of these are also SEN).
- Overall, 18% of our Disadvantaged students have Special Educational Needs.

KS2 Band	Disadvantaged Students (%)	Non-Disadvantaged Students (%)
High	12	20
Mid	37	34
Low	51	46

- Prior attainment at Key Stage 2 is broadly similar for Disadvantaged and non-disadvantaged students at The Deanes.
- Slightly weighted towards LPA band for Disadvantaged students.

	Year 7	Year 8	Year 9	Year 10	Year 11
Disadvantaged	40%	38%	32%	35%	41%
Male	21	18	20	16	11
Female	17	20	10	21	19
SEN	5	8	5	6	8
EHCP	1	5	1	2	0
LAC	4	2	1	1	2
P-LAC	0	1	2	1	2
FSM	12	16	10	16	6
HPA	5%	14%	17%	16%	13%
MPA	38%	39%	28%	38%	40%
LPA	57%	47%	55%	46%	47%

OUTCOMES FOR DISADVANTAGED STUDENTS

	2018	2019	CHANGE
PROGRESS 8	-1.33	-0.93	↑ 0.40
ATTAINMENT 8	24.2	31.1	↑ 6.9
4+ EN/MA	24%	41%	↑ 17%
5+ EN/MA	14%	0	↓14%

- Outcomes for Disadvantaged students have improved since 2018, most notably Attainment 8 and students achieving 4+ in English and Maths.
- Progress and attainment for Disadvantaged students is significantly below that of Non-Disadvantaged students nationally. Outcomes indicate that this gap is narrowing.
- The gap is narrowing more swiftly for Disadvantaged students joining The Deanes before KS4 (Non-MTA): P8 = -0.80, A8 = 32.66, 4+En/Ma = 46%.

	DEANES DISADVANTAGED 2019	NATIONAL DISADVANTAGED 2018	NATIONAL NON-DISADVANTAGED 2018	GAP DEANES DISADVANTAGED/ NATIONAL NON-DISADVANTAGED
PROGRESS 8	-0.93	-0.44	0.13	-1.06
ATTAINMENT 8	31.1	36.7	50.1	-19.0
4+ EN/MA	41%		71.5%	-30.5%
5+ EN/MA	0%	24.9%	50.1%	-50.1%

ACCELERATING THE PROGRESS OF DISADVANTAGED STUDENTS AT THE DEANES

Intended outcome	Examples of actions	Impact
<p>To enhance awareness of staff at all levels of the specific needs of Disadvantaged students leading to more targeted, personalised and effective support inside and outside of the classroom.</p>	<ul style="list-style-type: none"> • Progress of Disadvantaged students tracked to support swifter and more targeted intervention. • Pupil profiles for Disadvantaged students provide teachers with detailed information on students' individual needs. • Audit of support needs and bidding process for additional PP funding. • CPD including participation in CRP and BETSA PP Networks to raise awareness of best practice for use of PP spending. • CPD from specialist services such as CSS and Great Ormond Street (Educational Psychologist) to raise staff awareness of specific needs of students. 	<ul style="list-style-type: none"> • A8 for Disadvantaged Year 11 MTAs, FSM and SEN has increased by 6.55, 2.06 and 1.71 respectively as a result of improvements in teaching and interventions targeting these groups. • Pupil Profiles and PASS data have enabled more personalised approach to intervention. • External monitoring of Teaching and Learning indicates high expectations for all students. Profiles are increasingly informing classroom practice. PASS data indicates that Disadvantaged students feel well-connected to the school community and are positive about their relationships with staff. • Bids for funding have enabled support at the point of need e.g. SETSA Science Day, Food ingredients for FSM, revision materials and trips. • CPD evaluation indicates that following training on attachment awareness delivered by a member of staff from CSS, staff are better informed on how attachment issues can affect student behaviour and are more aware of how to respond to these needs. These strategies were reinforced in a session with a session from an educational psychologist who outlined practical strategies to support the progress of students in the classroom.
<p>To improve the attendance of Disadvantaged students so that it is in line with the national average, increasing access to quality first teaching.</p>	<ul style="list-style-type: none"> • Increase contract with Aquinas to once per week to facilitate close monitoring of absence and lateness. • All students offered a free breakfast Monday - Friday. • Access to hardship funding for individual students requiring support with transport to school. 	<ul style="list-style-type: none"> • Attendance for Disadvantaged students has increased by 0.5% compared to 2017-18 (2.93% with extracted students). • 2018/2019 figure is 88.20%, 90.63% with extracted students. • Case studies indicate improved attendance at an individual level for targeted students. • Breakfast club regularly attended by a core group of 22 Disadvantaged students. This includes 2 LAC students, 1 PLAC, 1 Young Carer, 3 SEN, 2 EHCP. • Of the core group of Breakfast Club attendees, 8 have improved attendance compared to the previous academic year. The average increase in attendance for this group is 2%.
<p>To improve the literacy and numeracy skills of Disadvantaged students so that progress across the curriculum is accelerated.</p>	<ul style="list-style-type: none"> • Review and refine KS3 Catch Up programmes. • Intensive focus on literacy for identified students in Year 7 and 8 who arrive to secondary school below KS2 expectations. • Daily 20 minute Accelerated Reader sessions for Year 7 and 8. • Whole school Literacy policy launched. Development of Numeracy policy. 	<ul style="list-style-type: none"> • Y7 Numeracy group (16 students, 7 Disadvantaged): All students in the Numeracy group are making at least expected progress. • Y7 Literacy group (11 students, 5 Disadvantaged): • The average reading age of the group increased by 14.8 months between October and July. All Disadvantaged students in the group are Making Above Expected progress. • Accelerated reader: There have been some significant increases in the reading ages scores of Disadvantaged students, with 42% increasing by at least 12 months between October and July. The average increase for disadvantaged students is 10.14 months.

ACCELERATING THE PROGRESS OF DISADVANTAGED STUDENTS AT THE DEANES

Intended outcome	Examples of actions	Impact
<p>To raise the aspirations of Disadvantaged students so that they are determined and motivated to succeed.</p>	<ul style="list-style-type: none"> • Development of Gatsby Compliant Careers provision including: • Targeted careers provision for Disadvantaged students including at least two Connexions appointments in KS4, additional support with Post-16 applications and opportunities such as 60 Minute Mentoring, The Brilliant Club and visits to Universities/FE/Workplaces. • CPD for all staff on ‘Post-16’ Pathways and ‘Next Steps’ for all KS4 tutors. Careers resources for tutor time. • Funding for extra-curricular trips and activities including Summer expedition to Millemont and Year 11 Revision Residential • Mr Beezy mentoring for group of Year 11 Males and motivational assemblies. • Continued access to interventions supporting students’ emotional wellbeing and behaviour for learning such as Strengthening Minds, CSS, SEAL, Goodmans Youth Intervention Project. 	<ul style="list-style-type: none"> • 100% of Disadvantaged students in Year 11 have applied for an appropriate Post-16 course. • Student voice (March 19) and evaluation surveys show that students have benefitted from careers assemblies on specific areas such as apprenticeships, with 71% reporting that it helped them to understand their next steps. • PASS data indicates that overall, Disadvantaged students are well motivated to succeed in life (General Work Ethic) and complete learning activities (Response to the Curriculum). The exception to this is Year 9, who have low scores for Response to the Curriculum and Preparedness for Learning (Behaviour) and individual students who require additional input. • Summer expedition to Millemont for targeted students helped to foster positive relationships with students and develop their sense of resilience and independence. An area for further development is to increase uptake of such opportunities for disadvantaged students. • Positive evaluations of Mr Beezy mentoring with all students involved agreeing that they found the sessions motivational and had learned strategies to help them refocus on their studies. Progress data indicates no impact on predicted grades. • The Strengthening Minds Positive Behaviour and Anger Management programme (Jan.19) has demonstrated a positive impact on targeted students (4 Male Disadvantaged students) with all students showing a decrease in negative behaviour points during the programme. Students’ self-assessment indicates that they feel more equipped to deal with feelings of anger.
<p>To enhance the support for Disadvantaged students’ learning at home through increased levels of parental engagement.</p>	<ul style="list-style-type: none"> • Enhanced sharing of information for parents to support their child’s education. • Some events to encourage parents and carers into school with their child e.g. Year 11 Study Skills evening, Connexions advisor present at parents’ and options evening. 	<ul style="list-style-type: none"> • Parents have been provided with independent careers information through the attendance of the Connexions advisor at parents’ and Options’ Evening as well as updated information on the school website. • ‘Exams MADE Easy’ student and parent events. Parent event opened to all KS4 parents to increase participation. Enhanced understanding of how to support students with exams and revision (parental feedback). Events to be further developed to increase uptake.

PROGRESS AND ATTAINMENT HAS INCREASED MORE RAPIDLY FOR DISADVANTAGED STUDENTS THAN FOR NON-DISADVANTAGED STUDENTS OVERALL.

	YEAR 11 OUTCOMES		YEAR 10		YEAR 9	
	DISADVANTAGED	NON-DISADVANTAGED	DISADVANTAGED	NON-DISADVANTAGED	DISADVANTAGED	NON-DISADVANTAGED
ATTAINMENT 8	6.9↑	2.6↑	5.03↑	2.65↑	4.5↑	3.54↑

Data comparison Yr11 2018 and 2019 outcomes, Yr7 – 9 Data Collection AUT 2018 – SUM 2019.

	YEAR 8		YEAR 7	
	DISADVANTAGED	NON-DISADVANTAGED	DISADVANTAGED	NON-DISADVANTAGED
ABOVE/MAKING EXPECTED PROGRESS	17%↑	10%↑	7%↑	7%↑

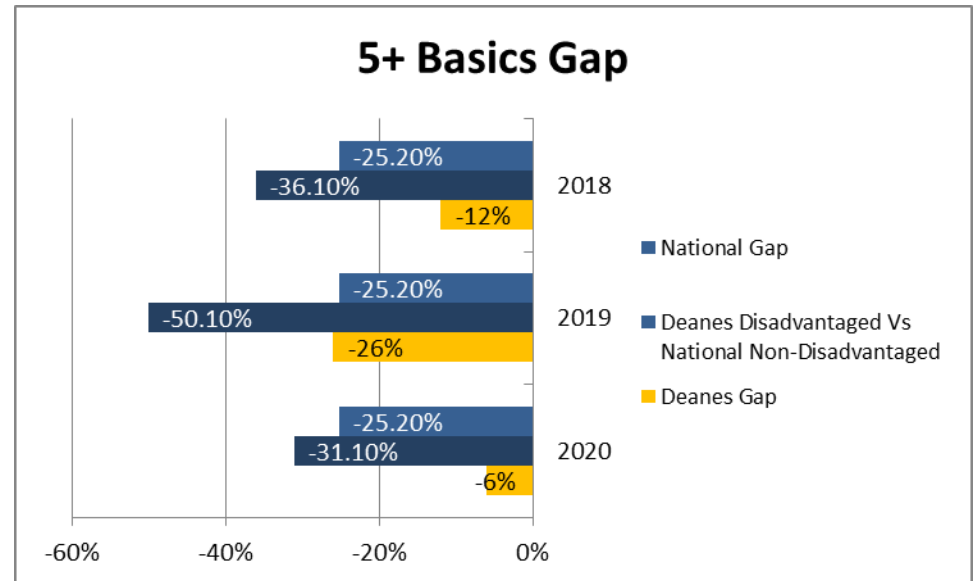
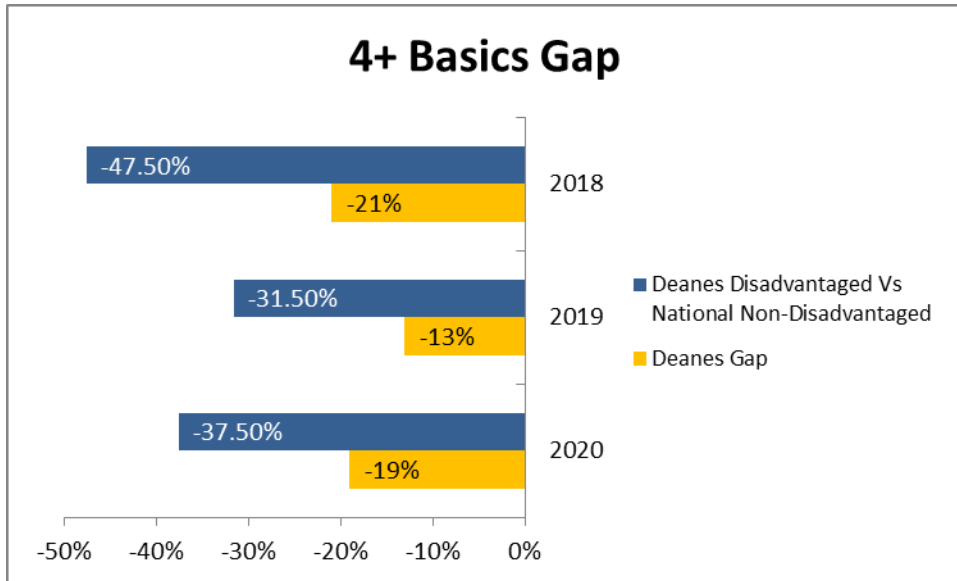
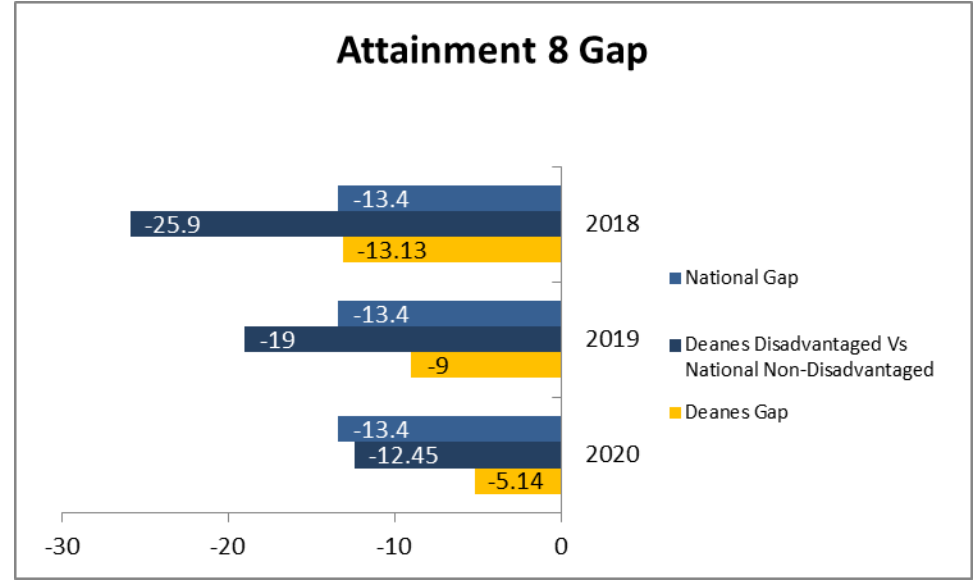
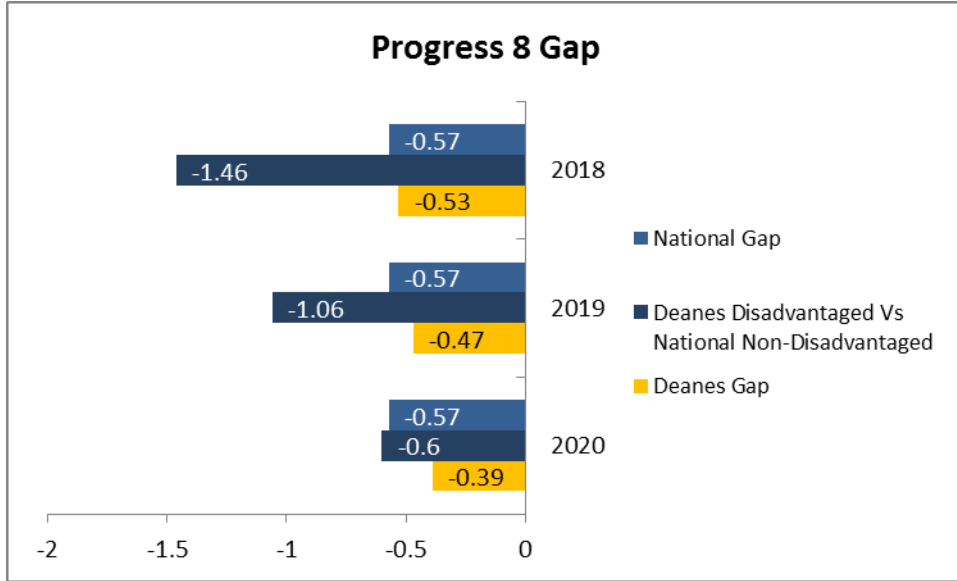
Data comparison AUT 2018 – SUM 2019

IMPROVING PERFORMANCE OF DISADVANTAGED MID TERM ADMISSIONS

<p>YEAR 11</p> <p>DISADVANTAGED</p> <p>MTAS</p>	<ul style="list-style-type: none"> • A8 has increased by 6.55 this academic year (23.4 to 29.97). • The proportion of Disadvantaged MTA students attaining a 4+ in English and Maths has increased by 26.5% since the end of Year 10 (37.5%). • Despite these improvements, this group continue to make some of the least progress overall (P8 -1.03, A8 29.97). • 33% of the 2019 Disadvantaged cohort were also KS4 Mid-Term Admissions.
<p>YEAR 10</p> <p>DISADVANTAGED</p> <p>MTAS</p>	<ul style="list-style-type: none"> • P8 has increased by 0.67 this academic year (from -0.91 to -0.24). • A8 has rapidly increased by 8.96 (from 43.71 to 52.67). • MTA students are now making some of the best progress in the Year 10 Disadvantaged cohort.
<p>YEAR 9</p> <p>DISADVANTAGED</p> <p>MTAS</p>	<ul style="list-style-type: none"> • A8 score has increased by 6.08 since the start of Year 9.

Figures based on AUT 2018 – SUM 2019 data.

GAPS ARE NARROWING AT KEY STAGE 4



PERFORMANCE OF DISADVANTAGED SUB-GROUPS

	YEAR 11	YEAR 10	YEAR 9	YEAR 8	YEAR 7
MOST PROGRESS	FSM LAC FEMALE	SEN (M) HPA FEMALE	HPA MPA FEMALE	FEMALE LPA MPA	FEMALE MPA LPA
LEAST PROGRESS	MALES SEN MPA MTA	MALES SEN (K) FSM	SEN LPA FSM	HPA KS3 MTAS	HPA SEN

ACCELERATING PROGRESS FOR DISADVANTAGED STUDENTS - PRIORITIES FOR 2019-2020

Objective	Action	Evidence and Rationale
<p>Drive continued improvements in the quality of teaching and learning so that all students make faster progress.</p>	<ul style="list-style-type: none"> Strategic development of the CPD programme to support the development of teachers' practice and further raise awareness of the Disadvantaged agenda and increase 'buy-in' from staff. Embed the use of Disadvantaged Pupil Profiles to support teachers' planning. Increased monitoring of teaching and learning for Disadvantaged students to identify areas of best practice and support improvements in areas of concern. Review approach to homework and facilities to support Disadvantaged students with this. 	<p>As a result of improved teaching, gaps between Disadvantaged and Non-Disadvantaged students are narrowing. Despite this, they remain above national figures.</p> <p>NFER: More successful schools have an ethos of high attainment for all students.</p> <p>The Sutton Trust: The effects of high-quality teaching are especially significant for students from disadvantaged backgrounds.</p> <p>EEF: Homework +5 months (Moderate impact for low cost).</p>
<p>Support the development of a whole-school approach to Literacy and Numeracy so that all students have the necessary skills to access the curriculum.</p>	<ul style="list-style-type: none"> Half termly CPD to develop knowledge of strategies to support literacy and implement in departments. Reading ages shared with teaching staff. Coordinated approach between Literacy Lead and SENCO to provide additional support for SEN students. Further development of KS3 Literacy and Numeracy Catch Up programmes and KS4 intervention. 	<p>The performance of Disadvantaged students in the Basics measures is significantly below that of Disadvantaged and Non-Disadvantaged students nationally.</p> <p>Two thirds of Disadvantaged Year 7 students still have a reading age below their chronological age.</p>
<p>Continue to support improvements in the attendance of Disadvantaged students so all can access High Quality Teaching.</p>	<ul style="list-style-type: none"> On-going use of Aquinas. Further increase participation of Disadvantaged students to Breakfast Club. 	<p>EEF: Universal free breakfast clubs can contribute to increased attendance, improved behaviour for learning and consequently improved outcomes.</p>
<p>Further embed a personalised and targeted approach to barriers to progress, including behaviour for learning, so that all Disadvantaged students can fully engage in the curriculum</p>	<ul style="list-style-type: none"> Enhanced use of progress and PASS data to inform intervention planning and evaluation. Development of Achievement for All programme to support the needs of MTA students. Closer monitoring of the progress of Disadvantaged SEN students and targeted support to ensure their needs are met. Further development of strategies to support attitudes and behaviour for learning 	<p>Progress of Disadvantaged SEN students amongst the lowest in the Disadvantaged cohort.</p> <p>Disadvantaged students are over-represented in call outs, seclusions and FTEs.</p> <p>NFER: More successful schools provide targeted support and seek out interventions to suit individual needs.</p> <p>EEF: Behaviour Interventions +3 months (Moderate impact for moderate cost).</p>

APPENDIX 1 : 2018 NATIONAL OUTCOMES FOR DISADVANTAGED STUDENTS

	DISADVANTAGED	NON-DISADVANTAGED	GAP
PROGRESS 8	-0.44	0.13	-0.57
ATTAINMENT 8	36.7	50.1	-13.4
4+ EN/MA		71.5%	
5% EN/MA	24.9%	50.1%	-25.2%

APPENDIX 2 : PASS DATA DISADVANTAGED COHORT (AUT 18 – SUM 19)

	Feelings about school	Perceived Learning Capability	Learner Self Regard	Preparedness for Learning	Attitudes to Teachers	General Work Ethic	Confidence in Learning	Attitudes to Attendance	Response to Curriculum
Y7 Non-PP	28.1 ↓ (37.2)	27.5 ↓ (35.6)	32.2	26.7 ↓ (44.5)	40.2	50.3	50.4	27.0 ↓ (38.8)	27.6 ↓ (41.4)
Y7 PP	54.6 ↑ (46.0)	53.7 ↑ (35.6)	44.6 ↑ (32.2)	44.5	58.2	50.3	58.7 ↑ (50.4)	38.8	41.4
Y7 PP Male	50.2 ↑ (25.5)	61.8 ↑ (28.3)	59.9 ↑ (25.0)	50.4 ↑ (32.0)	40.8	72.1 ↑ (50.1)	73.8 ↑ (42.6)	44.1 ↑ (32.1)	62.6 ↑ (31.7)
Y7 PP Female	50.6 ↓ (59.5)	35.0	29.3 ↓ (42.0)	38.6 ↓ (58.2)	57.9 ↓ (74.1)	50.5	50.5 ↓ (59.0)	33.5 ↓ (63.7)	36.8 ↓ (54.1)
Y8 Non-PP	33.2 ↑ (25.8)	41.3 ↑ (32.1)	33.7	50.5 ↑ (30.3)	35.0	33.7 ↓ (57.4)	49.7 ↑ (40.7)	36.7	45.2 ↑ (29.7)
Y8 PP	25.8 ↓ (33.2)	41.3 ↓ (60.4)	33.7 ↓ (47.2)	40.5 ↓ (50.5)	56.0	57.4	58.5	36.7 ↓ (50.8)	29.7 ↓ (45.2)
Y8 PP Male	29.2 ↓ (36.7)	39.7 ↓ (73.8)	47.7 ↑ (34.7)	33.3 ↓ (43.7)	34.5 ↓ (54.7)	33.3 ↓ (56.4)	48.3 ↓ (72.2)	41.0 ↓ (54.7)	48.2
Y8 PP Female	22.3	42.8 ↓ (52.9)	32.7 ↓ (46.7)	47.2	57.3	58.4	60.3	32.2	26.9 ↓ (42.3)
Year 9 Non-PP	38.7	33.6	33.6	46.8	42.1	62.2 ↑ (37.6)	51.2	40.0 ↓ (54.8)	46.2 ↑ (29.3)
Y9 PP	18.3 ↓ (23.7)	18.9 ↓ (33.6)	33.6 ↑ (22.3)	12.7 ↓ (25.4)	27.0 ↓ (42.1)	37.6	23.9 ↓ (41.9)	19.7 ↓ (28.6)	46.2 ↑ (17.3)
Y9 PP Male	19.6 ↓ (32.0)	16.6 ↓ (30.3)	45.8 ↑ (14.2)	9.3 ↓ (26.0)	40.1 ↓ (61.5)	36.5	16.1 ↓ (56.1)	21.5 ↓ (42.5)	47.0 ↑ (10.3)
Y9 PP Female	17.0	28.2 ↓ (36.9)	34.7	24.8 ↑ (17.5)	16.4	38.7	45.7 ↑ (35.2)	17.8 ↓ (26.5)	28.1
Y10 Non-PP	41.6 ↑ (32.7)	45.4 ↑ (26.5)	34.5	37.9	29.8 ↑ (44.8)	42.9	54.0	42.0 ↑ (30.4)	29.8
Y10 PP	25.6	26.5	34.5	27.2	29.8 ↓ (44.8)	21.3 ↓ (42.9)	33.7 ↓ (43.9)	30.4	29.8 ↓ (47.1)
Y10 PP Male	16.3 ↓ (27.2)	9.2 ↓ (23.4)	21.1	14.7 ↓ (20.4)	17.4 ↓ (43.5)	20.4 ↓ (41.4)	11.1 ↓ (30.6)	14.9 ↓ (32.2)	29.8 ↓ (46.9)
Y10 PP Female	40.1 ↑ (31.0)	38.8	37.3	48.8	46.1 ↑ (31.1)	44.5	67.8 ↑ (58.4)	40.2 ↑ (28.5)	29.7
Y11 Non-PP	49.9	42.1	22.9	68.7	42.8	44.5	59.6	39.5	30.3
Y11 PP	18.5	12.3	34.4	35.3	42.8	22.1	30.0	28.5	30.3
Y11 PP Male	12.2	61.2	73.0	62.0	28.6	42.6	55.4	14.0	47.7
Y11 PP Female	21.8	9.7	24.9	22.5	43.1	22.8	23.0	26.8	30.3