



REDDEN COURT SCHOOL

Committed to Success for All



Disadvantaged Policy

A significant proportion of students at RCS are disadvantaged. We never use this as an excuse; rather, it adds to our moral purpose. Our school motto is: 'Committed to Success for All'; this is something we strongly believe in – we are, therefore, committed to the success of all our disadvantaged students.

Responsibility

Mr. Benstead is responsible for the Disadvantaged policy. His official job title is Coordinator of Achievement (Disadvantaged). The linked Governor is Tina Murray, with an SLT link to S. Thompson as part of the Achievement Team. Any changes made are discussed with the Senior Leadership Team and then passed onto the Governors and Senior Leadership Team.

Rationale

Redden Court School is driven by a moral imperative to ensure that all of our students have equal opportunities which lead to success in life. It is a fact that 48% of privately educated students gain a place at a highly selective university, while only 2% of students eligible for free school meals do the same. Additionally, just 16% of students eligible for free school meals make it to university, compared to 96% from independent schools. Perhaps most concerning of all, just 29% of disadvantaged students choose to study A Levels after they have completed their GCSEs. Our approach to disadvantaged students seeks to address potential barriers for such students such as: low levels of literacy and numeracy, poor learning to learn skills, deprivation of wider cultural experiences, poor organisation and low aspirations.

Through wise use of this additional funding we are fully committed to ensuring that the individual needs of each entitled student are met. As a result of our approaches, these students will make better progress and achieve higher standards that would have been likely without it.

It is for schools to decide how the student premium allocated to their school is spent. Schools are held accountable for their use of the additional funding to support students from low-income families and the impact this has on educational attainment. School performance tables now include a 'Narrowing the Gap' measure showing how disadvantaged students perform in each school. Since September 2012, schools have had to publish online details of their student premium allocation and their plans to spend it in the current year.

We are determined that Disadvantaged students will receive Quality Teaching:



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- a) Teachers' planning of lessons will explain precisely planned strategies to ensure that Student Premium students have opportunities to make better than expected progress.
- b) Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored by class teachers and subject/faculty leaders, and interventions will be put in place.
- c) If a student has been identified as underachieving, or *possibly* having special educational needs, they will be closely monitored by teaching staff in order to gauge their level of learning and possible difficulties.
- d) The student's class teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Interventions will be monitored, progress assessed and adjustments to differentiation made where necessary.
- e) The Coordinator of Achievement (Disadvantaged), and SENDCo when appropriate, will be consulted as needed for support and advice and may wish to observe the students in class.
- e) Through (c) and (d) it can be determined which type of provision the student will need going forward.
- f) Parents/Carers will be informed fully of every stage of their student's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school which is germane to social and academic success.

The role of the Coordinator of Achievement (D)

J. Benstead, as Coordinator of Achievement (D), is responsible for the following:

- Above all, ensuring that the income received for disadvantaged students is spent in an appropriate and effective manner.
- Reflecting upon, refining and, when necessary, updating the Disadvantaged Policy.
- Planning and leading meetings with Disadvantaged Advocates from each faculty / department.
- Regularly meeting T. Murray, Link Governor, in order to discuss disadvantaged provision. This should happen at least once every half term.
- Meeting fortnightly with S. Thompson to identify disadvantaged students who may be underachieving and discussing strategies that can be put into place to help students improve their progress.
- Leading training with both teaching and non-teaching staff about effective strategies for disadvantaged students.
- Reviewing and reflecting upon up-to-date research materials in order to consider new / innovative provision that can be deployed.



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- Regularly conducting learning walks, sometimes with SLT; sometimes independently, in order to ensure that provision for disadvantaged students is consistent and effective across the whole school.
- As part of the conducting of Learning Walks, JB is to ensure that teachers are aware of the disadvantaged students in their class and demonstrate a forensic understanding of how their teaching is having a positive effect on the progress and overall wellbeing of disadvantaged students.
- Establishing links with feeder primary schools in order to discover provision for disadvantaged students at their primary school and to ensure a smooth transition to secondary school.
- Producing termly reports for Governors/SLT in order to inform them of matters relating to disadvantaged students.
- Ensuring staff are aware of developments in provision; this should be done both by messages in the weekly Staff Bulletin and by independent discussions with staff.
- Regularly meeting disadvantaged students, both formally and informally, in order to ascertain their wellbeing and discuss and overcome any barriers to academic progress. Meet with parents/carers when appropriate / necessary.
- Lead extra-curricular activities, such as visits to universities, in order to raise the aspirations and self-esteem of disadvantaged students.
- Maintain conducive relationships with parents/carers of disadvantaged students, with regular conduct about attendance, academic progress and overall wellbeing.
- Ensure staff are differentiating learning materials according to their ability band (e.g. more able disadvantaged students should be expected to complete extension tasks).
- Presenting to the Teaching/Learning and Student Matters committees when necessary.

The role of the Link Governor (Tina Murray):

Tina Murray, as the Link Governor to the Coordinator of Achievement (PPI), is responsible for the following:

- Above all, ensuring that the income received for disadvantaged students is spent in an appropriate and effective manner.
- Regularly meeting with JB in order to discuss, reflect and refine the provision for disadvantaged students.
- To attend the meetings with Disadvantaged Advocates, led by JB.
- Improving links with Ardleigh Green, Harold Wood, Harold Court, Nelmes and other feeder schools, in order to ensure a smooth transition from primary to secondary school for disadvantaged students.
- Reviewing and reflecting upon up-to-date research materials in order to consider new / innovative provision that can be deployed.



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- Accompanying JB on learning walks to ensure that provision for disadvantaged students is effective and consistent across the whole school.

The role of teaching staff at Redden Court School

All teaching staff, and Learning Facilitators from the SEND faculty, are responsible for the following:

- Ensuring disadvantaged students are clearly identified on data sheets and seating plans.
- Ensuring that the provision for disadvantaged students in lessons is made clear and that its effect is reviewed constantly.
- Monitoring the academic progress of disadvantaged students, implementing any necessary, and effective, interventions.
- Regularly providing effective and clear feedback to disadvantaged students, particularly with regards to the marking of exercise books. (NB: The Sutton Trust has identified regular and effective feedback as the most successful and cost-effective strategy for disadvantaged students.
- Developing the leadership and self-esteem of disadvantaged students; for example, ensuring that Learning Ambassadors are disadvantaged students.
- Ensuring that disadvantaged students have the same access to learning materials as non-disadvantaged students; for example: providing free textbooks or subsidising the cost of extra-curricular visits through department / disadvantaged budgets.
- Maintaining a conducive and caring professional relationship with disadvantaged students.
- Having a clear understanding of the ability profile of disadvantaged students, remembering that the majority of disadvantaged students at Redden Court School are NOT less able.
- Ensuring that any concerns about the academic progress or general wellbeing of disadvantaged students is shared with appropriate staff.
- Ensuring that their general teaching practice is in line with the school motto: Committed to Success for All.

The role of Pastoral staff at Redden Court School

All pastoral staff (Heads of Year etc.) are responsible for the following:

- Monitoring the attendance and punctuality of all disadvantaged students.
- Providing reports, for Coordinator of Achievement (PPI) and SLT, about the attendance of disadvantaged students in comparison with non-disadvantaged students.



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- Identifying persistent absentees and keeping track of reasons given for absences.
- Attend regular meetings to discuss the attendance and wellbeing of disadvantaged students.
- Maintaining conducive relationships with parents/carers of disadvantaged students, including regular contact about attendance.
- Reinforce to disadvantaged students the importance of regular attendance (school minimum target = students to be present for at least 95% of school days).

Provisions

The range of provision includes:

- **Teaching and learning initiatives**
Additional class based or intervention work to accelerate the progress of targeted groups or individuals, to enable them to achieve at least their target grade.
- **MABLEs**
Identify resources for MABLEs on free school meals to enable them to achieve their full potential.
- **Learning support**
Enable students to access learning and to accelerate their progress where there are specific barriers.
- **Pastoral support**
Raising self-esteem and extending personal skills in order to maximizing learning opportunities.
- **Extracurricular activities:**
Summer school to help disadvantaged students make the transitions from primary to secondary school.
Support for enrichment Activities and Educational visits.
- **Links with parents** to include parental workshops.
- **External services**
Student premium funding may be used to buy in additional external services to support students and their families.
- **Counselling and mentor support**
Will be provided for students who are in need.
- **Life coaching**
Offered to the KS4 to help set goals and prepare for public examinations.

Measuring and Reporting Progress

Redden Court will evaluate the impact on all students at the end of each term. Evaluations will focus on academic achievement and the student's personal



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development. Case studies and interventions will be completed on students who are in need of support. This will be discussed at termly disadvantaged meetings.

Termly reports will be produced and presented to Subject advocates, Heads of Year and SLT on the following:

- Students' progress made towards narrowing the gap
- Benchmarking progress against the national average
- Details of the provisions made during the term
- An evaluation of the effectiveness of all initiatives

Benchmarking

The school will issue an annual online statement of information showing how student premium funding is being used to address the issue of closing the gap for all disadvantaged students. This information will include:

- The amount of the School's allocation for the current academic year
- Details of how the funding is intended to be spent
- Details of how the previous year's allocation was spent
- The effect of expenditure on the educational attainment of all students

Evaluation

The success criteria for this policy are:

- An effective system for identifying, assessing and monitoring students
- The majority of Disadvantaged students at least meeting their individual targets
- Developing confident and independent learners
- Parents that are engaged and involved in their student's learning

Redden Court works towards ensuring that this Disadvantaged policy is both accepted and embraced by:

- Governing Body
- School management
- Teachers and support staff
- The schools wider community



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Review

This policy will be reviewed annually and amended as necessary.

Date of this policy: 06/11/2016

Review date: 06/11/2017

Reviewed by: Student Matters Committee / P. Ward

Signature of Head Teacher:.....

Date: 7/11/16

Signature of Link Governor:.....

Date: 6/11/16

