

THE  
DE LA SALLE  
ACADEMY

## **Pupil Premium Plan**



## Disadvantaged Provision Strategy

September 2018 – 2019

### Aim:

The aim of this strategy is to ensure that students who are entitled to extra funding and support are not disadvantaged further and the progress and attainment gap closes. It is to ensure the self-esteem and aspirations of students entitled to this funding is raised through pastoral support and extra-curricular activities.

### Methodology:

Targeted additional support strategies outlined in this plan result in every student, however financially disadvantaged, being able to:

- Improve their levels of attainment and progress
- Close attainment gaps to national
- Have full access to the curriculum on offer
- Access to extra-curricular provision

### Barriers to Progress:

Through questionnaires and feedback from the boys across all year groups, they show that the biggest barrier to learning is their organisational skills. A number of boys arrive late to school, no matter how small due to a lack of alarm clocks (or alarms on phones) or due to a lack of urgency. When they do arrive to school, they very often have no equipment with them to allow them to learn. A number of boys have no-where to study at home or do to home environments, study at home is not made a priority.



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### Key Questions:

The Disadvantaged strategy at De La Salle Academy has been built out of the answers to the following questions:

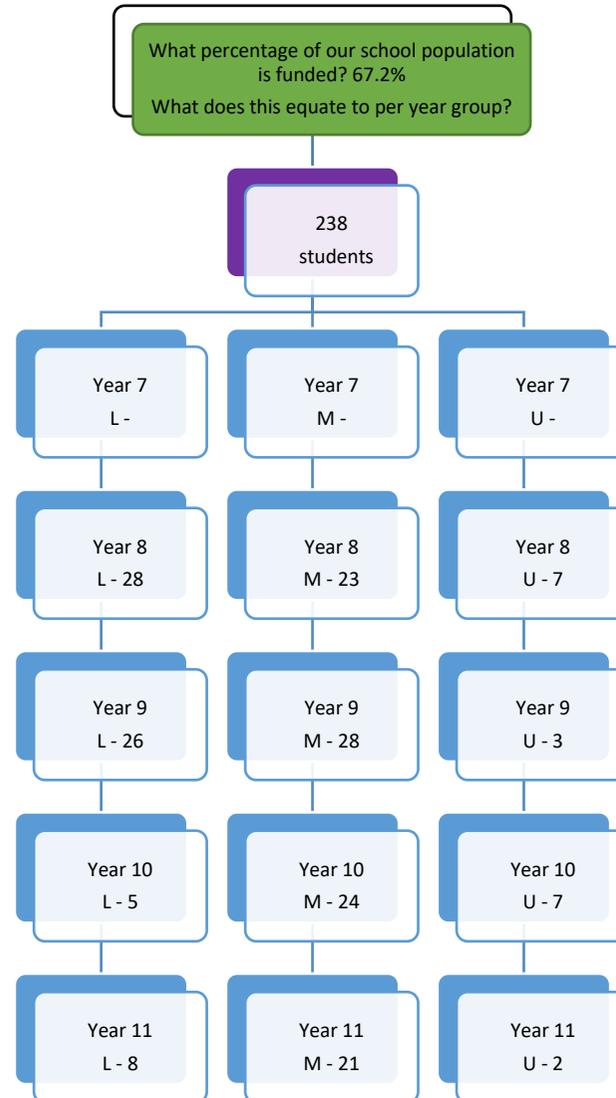
1. Who are our Disadvantaged students?
2. What percentage of our school population is funded by the disadvantaged funding?
3. What percentage does this equate to per year group?
4. Who are our key underperforming groups within the cohort?
5. How will we close the gap between disadvantaged and non-disadvantaged students?
6. What strategies will we employ to support both progress and attainment?
7. What are the barriers for the disadvantaged cohort?
8. What is the attendance gap and how will we close it?
9. How do we provide for all disadvantaged boys from a curriculum perspective?
10. What access to extra-curricular do disadvantaged boys have?



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Who are our disadvantaged students?





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### Outcomes for Disadvantaged students – 2018

A8 - DA	A8 – non	Diff
26.88	28.91	-2.03

P8 - DA	P8 – non	Diff
-0.77	-0.66	-0.11

	No of students	1+A* / A	Ebacc	English 9 - 4	Maths 9 - 4	E&M 4	E&M 5
DA	32	3.13%	9.38%	50%	31.25%	28.13%	6.25%
DA - SEN	9	11.1%	11.1%	22.2%	22.2%	22.2%	11.1%
Non – DA	16	0%	18.75%	62.5%	37.5%	37.5%	12.5%

### Attendance:

Year	School			National		
	DA	Non DA	Gap	DA	Non DA	Gap
2015 / 16	90.8	94.2	-3.4	92.8	95.9	-3.1
2016 / 17	85.38	90.51	-5.13	92.2	95.6	-3.4
2017 / 18	88.49	92.94	-4.45			



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### How we will close the gap between Disadvantaged and Non-Disadvantaged students:

Use of Disadvantaged funding:	2018 - 2019	Intended Impact
HLTA / TAs	£55,500	A greater number of Disadvantaged students are supported across all subject areas and make progress at a faster rate than historical progress shows. The gap between Disadvantaged students and their peers continues to close, especially at Key Stage 4.
Curriculum Enhancement	£89,346	Introduction of extra staff in two core subjects along with the re-introduction of Art to enhance learning, develop opportunities and widen the range of experiences of all boys.
Curriculum Placements	£30,000	Bespoke placements beyond the curriculum on offer within the academy grounds to ensure a more suited learning experience and therefore success at GCSE / courses to progress onto at post 16. Provision to ensure no student accessing this provision becomes NEET.
Student Leadership	£1,000	Students develop a sense of belonging and worth. They develop life-long skills which impact positively on sustained NEET figures. Exclusions reduce due to pride in school and a team work ethos permeating the academy.
Extra-Curricular opportunities	£10,000	Students acquire new skills and DP boys have access to activities that they otherwise would not. They develop a love of learning and therefore increase in attendance is seen.
Rewards	£3,000	Enjoyment of school is increased and attendance improves due to the nature of rewards on offer. An improvement in behaviour and therefore a reduction in exclusions is seen.
Music Tuition	£5,000	Students experience culture from a perspective they wouldn't otherwise have the opportunity to experience. Students take part in music activities for example: Awards evening, Christmas party for OAPs and other school events.



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Student mentoring programme	Free	Students develop nurturing skills and a community ethos is created. Boys feel safer in and around the academy, especially at unstructured times.
Restorative Practice	Free	Exclusions are reduced to close to national and the removal of boys from learning is reduced by 30%. Students take more responsibility for their behaviours and learning.
Pastoral programmes	Free	Staff have a greater awareness of the triggers for boys with SEMH and therefore are better equipped to deal with situations as they arise. This reduces the number of negative incidents and isolation incidences needed.
Saturday school	£5,000	Students are able to complete coursework to the best of their ability without hindrance due to a lack of equipment. Students have access to school facilities to reach their potential. The gap between Disadvantaged and their peers continues to close in all subject areas. A change of culture towards learning and study is developed and aspirations are fulfilled, therefore reducing the NEET percentage.
Trips	£10,000	Students have the opportunity to experience elements of culture they wouldn't ordinarily have the opportunity to experience. Attendance is impacted on positively, with Disadvantaged attendance continuing to improve to be in line with their peers.
Career Service	£6,500	NEET percentages remain one of the lowest in the borough. All Disadvantaged students have access to career advice from year 7, therefore increasing aspirations from an early age. All students are clear about their different routes and are supported through the process of applying for their next steps.
Councillor	£4,000	Students have access to mental health guidance when required. They are clear about the support that is offered, ensuring continued attendance to school and progress.
Uniform and Equipment	£5,000	Attendance is not effected due to a lack of finance. Learning and progress is not hindered due to a lack of equipment.



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Planners	£500	All students are taught organisation and therefore are not disadvantaged by 'not remembering', this will lead to a higher rate of homework completion and a feeling of success. Disadvantaged students will be more likely to have the correct equipment such as PE kit on the right days.
Cooking ingredients	£3,000	Students are not placed in a disadvantaged position within lessons in all year groups due to a lack of financial capability. Students have full access to the curriculum on offer.
TEEP	£6,000	A coherent approach to teaching and learning is gained, giving students greater ownership over their learning journey. This impacts positively on attendance, removal from lessons and progress.
Career day	Free	All students are given impartial advice from a number of different sources. Confidence is built and students develop a focus on year 11. All students apply for either college or an apprenticeship.
EAL support	£4,000	Students are not unduly disadvantaged and are able to make rapid progress with language acquisition in order to access the curriculum in full.
Education Psychologists	£3,000	Students are able to gain assessments to aide support and delivery of appropriate strategies in school to avoid PEX or FAP.
Education Welfare Officer	£2,500	Attendance of Disadvantaged students increases in line with none and closes the gap to that of national. Greater parental engagement with school improves relations.
Income	£207,480	
Total Expenditure	£243,346	

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## Action Plan:

Action	Who?	When?	Success Criteria	Milestone Check and Comments.
Faculty Leaders to complete learning walks as part of the QA process and focus on the progress and engagement of DA students.	FL	Ongoing	<ul style="list-style-type: none"> <li>Learning walks completed showing good practice of where DA students are consciously being catered for within lessons</li> <li>DA students make progress at least in line with their peers in all subject areas</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis after each AP</li> <li>Learning walks in line with QA document</li> </ul>
Faculty Reviews focus on all aspects of DA students and the daily diet they receive	Principal / HoS	Termly	<ul style="list-style-type: none"> <li>Action plans target key DA students</li> <li>Progress in all subject areas is rapid</li> <li>Gap closes between DA and none</li> </ul>	<ul style="list-style-type: none"> <li>Faculty Review plans</li> <li>Lien management meetings</li> </ul>
Data analysis carried out by AHoS and FL has a greater focus on DA progress	AHoS / FL	Ongoing	<ul style="list-style-type: none"> <li>AHoS / FL target at an individual level</li> <li>DA progress increases</li> <li>Intervention column is weighted towards actions for DA students</li> </ul>	<ul style="list-style-type: none"> <li>After each AP</li> <li>Learning walks in line with the QA calendar</li> </ul>
Ensure all students are equipped for learning	MB / HoY	September	<ul style="list-style-type: none"> <li>All students can take part in lessons without losing time</li> <li>Progress increases due to gained time</li> </ul>	<ul style="list-style-type: none"> <li>End of first week equipment check</li> <li>Ongoing at each lesson obs / learning walk cycle</li> <li>Every morning in line up checks</li> </ul>
Ensure all DA students in year 11 are equipped with effective resources	AF / FL / ML	October	<ul style="list-style-type: none"> <li>Progress of DA students increases</li> <li>Attainment of DA students closes to non DA</li> <li>Attendance increases</li> </ul>	<ul style="list-style-type: none"> <li>FL to distribute by October</li> <li>RAP meeting check use of resources and ongoing impact</li> </ul>



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Interventions are logged in SIMS for all DA students	FL / AHoS / HoY	October half term	<ul style="list-style-type: none"> <li>Interventions are centrally recorded</li> <li>Senior staff are aware of interventions taking place</li> <li>Impact of interventions are evaluated and adapted when needed</li> </ul>	<ul style="list-style-type: none"> <li>After each AP</li> <li>Line Management meetings</li> <li>Faculty Review weeks</li> </ul>
Develop the use of Saturday school	AF / FL / HoY	September	<ul style="list-style-type: none"> <li>Targeted DA students attend Saturday school</li> <li>Progress increases</li> <li>Attainment in all subjects increases</li> </ul>	<ul style="list-style-type: none"> <li>Weekly after each Saturday</li> </ul>
Ensure all DA students have early access to Careers guidance	Diane	Ongoing	<ul style="list-style-type: none"> <li>Students from year 8 have open access to career information</li> <li>Students are clear about their aspirations and how to reach them</li> <li>All DA students in year 9 and 10 have had an interview by the end of the year</li> </ul>	<ul style="list-style-type: none"> <li>February audit on access</li> <li>Checks in line with progress sessions</li> <li>June audit of interviews</li> </ul>
All staff to submit requests for trips in September for strategic plotting and targeted students	All staff	September	<ul style="list-style-type: none"> <li>Trips are managed across the year impacting positively on lessons</li> <li>Greater number of DA boys take up due to payment plans</li> </ul>	<ul style="list-style-type: none"> <li>September</li> <li>Each half term</li> </ul>
Review quality of music provision and source appropriate peri's	ST	October	<ul style="list-style-type: none"> <li>Greater number of DA boys take up music lessons</li> <li>Yr 11 progress increases</li> <li>Music is showcased at all academy events</li> </ul>	<ul style="list-style-type: none"> <li>October</li> <li>Reviewed each half term</li> <li>Rap meetings with Music</li> </ul>