

Disadvantaged Strategy Key Features September 2019 – August 2020 – ongoing

Support – overcoming barriers

- DA attendance - If students are not in school they cannot make progress
- Catch up cards for every day missed (Years 10 & 11) – helping them not fall behind
- Mentors – regularly review data and help students overcome barriers to learning (Every Year 11 student and targeted students for other years)
- Personalised timetables for some – Year 11 study support and an IMP group from Year 10 and ensure that DA students are in aspirational classes
- DA resources – subject specific, uniform fund, equipment, support for academic trips, music and cultural capital
- Exam DA champions – after school support, learning space & resources provided
- Mentoring of DA KS3 students by Plant-a-Seed
- Action Tutoring for Year 11 DA students to achieve 5+ in EN & MA
- Invitation to homework clubs & study lounge
- Alternative Provision students (monitor, evaluate, review)
- Readwise and other early interventions
- Encouraging participation in extra curricular activities

Aspiration and parental involvement - belief

- We believe that DA can achieve – mindset issue for us and them
- Sutton scholars etc. to raise future aspirations for students to establish challenging goals
- Assemblies – aspiration for all, Work Hard, Be Well, Do Well
- Daily ‘can do’ conversations. Talk about university, apprenticeships, aspiration, stories of success
- Mentors and teachers – positive telephone calls (aim to outweigh negative ones)
- Tutors and their role in ensuring students ‘buy into’ Graduation
- Student Support Centre contact home for Parents’ evenings, College open evening etc.

Teaching and learning – making and showing progress

- Quality First Teaching – high quality teaching for all students, all of the time
- T&L supported by strong ATL focus and whole school ethos and behaviour systems, which set expectations in class high for all students (an aim to keep students in lessons and learning in a positive way).
- Performance Management – DA target for all departments
- Know your DA students – seating plan, know their needs – support and request support if necessary
- Targeted questions – quality of feedback in books (mark these books first)
- Support DA in class – role models, extra teacher time, DEAR, ITT (targeted TTT for DA)
- Identify intervention needs – start early. Not just for lower attaining or when underachieving.
- Engage and support home through positive feedback outweighing negative conversations.
- Maths TA focus is DA and Student Leaders reading with KS3 DA students
- Everyone can help with developing literacy skills and numeracy skills/ find the opportunities in all your lessons. Readwise also supports DA students’ literacy levels.
- Develop opportunities for out of classroom learning – run an event or trip and invite DA students