

Disadvantaged Strategy key features September 2020 – August 2021 – ongoing

Support – overcoming barriers

- DA attendance - If students are not in school, they cannot make progress. During lockdown focus on DA students, inviting them into school if they are not accessing work online
- Secure online access for blended learning if students are at home (Laptops & dongles)
- Identify personal barriers to learning – we don't assume what students need, we ask them what they need.
- Personalised timetables for some –timetable reviews to ensure that DA students are in aspirational classes and doing a suitable range of subjects in KS4.
- DA resources – subject specific, uniform fund, equipment, support for academic trips, music and cultural capital, as well as Magic Breakfast
- Exam DA champions – after school support, learning space & resources provided & NTP sessions for 20 students needing support to secure 4+ in Maths
- Invitation to homework clubs & study lounge
- Alternative Provision students (monitor, evaluate, review) providing as much support as possible within the school environment by fully adapting the curriculum
- 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 (assemblies online during lockdown)
- Regular 'can do' conversations (and phone calls in lockdown). Talk about goals, milestones and successes
- Mentors and teachers – positive telephone calls (aim to outweigh negative ones)
- Student Support Centre contact home to secure buy in from parents as well as students

Teaching and learning – making and showing progress

- Quality First Teaching – high quality teaching for all students, all of the time both online & in person
- T&L supported by strong ATL focus and whole school ethos and behaviour systems, which sets expectations high for all
- Know your DA students – seating plan, know their needs – support and request support if necessary to overcome personal barriers to learning
- 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 and focus on all students achieving their personal best
- Engage and support home through positive feedback outweighing negative conversations
- Maths TA focus is DA and SEN team TAs to support with reading for KS3 DA students in school and during lockdown
- Everyone can help with developing literacy skills and numeracy skills/ find the opportunities in all your lessons. Readwise also supports DA students' literacy levels.
- Looking for ways to develop opportunities for out of classroom / off screen learning – plan an event and focus on DA students' buy in