

**QUEEN ELIZABETH HIGH SCHOOL
DISADVANTAGED STUDENTS**

What is it?

Schools are allocated funds for the specific purpose of boosting the attainment and progress of a particular group of students. The funding for disadvantaged students is allocated to schools in relation to the following:

- (i) those who have been registered for free school meals (FSM) at any point in the last six years. (These pupils are sometimes referred to as the 'Ever 6 FSM'),
- (ii) those who have been looked after continuously for more than six months,
- (iii) those who have ceased to be looked after by a local authority
- (iv) children of service personnel.

Parents can inform the Pastoral Office that they are service personnel or have adopted children so that these funds can be claimed by the school because this particular information is not provided to the school from any other source. Specific measures are in place to ensure the confidentiality of this information. In the same way, the school benefits greatly from those who are entitled to claim FSM taking up their entitlement to that benefit – however short the period in which they need to do so. Parents with any concerns should talk to Mrs Di Harris, the Senior Deputy Headteacher.

Why are we allocated funding for disadvantaged students?

Funding is specifically allocated to raise the attainment of these groups of students and to close the gap in attainment and progress between them, and other children in their year both within the school, and nationally. Whilst schools are free to spend these funds as they see fit, we are required to publish online information about how we have used the funds, and how we have assessed the impact it has made upon attainment and progress.

For the academic year 2016/17 funding rates for disadvantaged students has been set as follows:

- Students in years 9-11 recorded as Ever 6 FSM: £935 per student
- Looked after children and those who have ceased to be looked after: £1900 per student
- Students who are children of service personnel: £300 per student

We estimate that our funding for the 2016/17 academic year in relation to disadvantaged students will be approximately £87,000, relating to 91 students, 87 of whom are recorded as Ever 6 FSM.

During 2015/16 we used the funding (approx. £95k for 104 disadvantaged students) in the following way:

Strategy	Cost	Sutton Trust research on likely impact of intervention strategies
Testing (CAT tests & reading tests)	£3,000	Feedback: +8 months progress
Creation of additional literacy group in Years 9 and 10 and support for these groups	£25,000	1:1 support +5 months progress TA support: +1 months progress Reducing class size: +3 months progress
Pastoral Mentors & attendance officer intervention: <ul style="list-style-type: none"> • Attendance, behaviour 	£32,000	Mentoring: +1 months progress Parental involvement: +3 months progress Behaviour intervention: +4 months progress
Inclusion: Uniform, revision guides, calculators, equipment, trips & visits etc	£4,000	School uniform: +0 months progress
Curriculum Team (development time / advice & guidance)	£2,000	Mentoring: +1 months progress
Alternative Provision	£2,000	Mentoring: +1 months progress 1:1 support: +5 months progress
GCSE Intervention strategies (maths/English)	£23,000	Feedback: +8 months progress
Peer Mentors (academic; pastoral; DBS checks)	£1,500	Peer Mentors: 6+ months progress
Celebration of Achievement Activities	£500	
Increased engagement with parents (attendance, parents evenings)	£1,000	Parental engagement: +3 months progress
CPD Teaching and Learning (focus on feedback, T&L strategies)	£1,000	Feedback: +8 months progress Collaborative learning: +5 months progress
Total Spending	£95,000	

Measuring the impact of these strategies

Impact of strategies to work with disadvantaged students in 2015/16: Attendance (two terms)

Attendance/absence	Disadvantaged: School	Non-Disadvantaged: School	QEHS Gap
% attendance/absence rate (2014/15)	10.5%	4.3%	-6.2%
% attendance/absence rate (2015/16)	7.9%	3.7%	-4.2%
	Disadvantaged: School	Non-Disadvantaged: National	QE v Nat
% attendance/absence rate (2014/15)	10.5%	8.3%	-2.2%
% attendance/absence rate (2015/16)	7.9%	8.1%	+0.2%

Impact of strategies to work with disadvantaged students in 2015/16: Persistent absence (less than 90%)

Persistent Absence	Disadvantaged: School	Non-Disadvantaged: School	QEHS Gap
% of students < 90% attendance (2014/15)	34.2%	12.5%	-21.7%
% of students < 90% attendance (2015/16)	17.4%	6.5%	-10.9%
	Disadvantaged: School	Non-Disadvantaged: National	QE v Nat
% of students < 90% attendance (2014/15)	34.2%	11.0%	-23.2%
% of students < 90% attendance (2015/16)	17.4%	9.9%	-7.5%

Impact of strategies to work with disadvantaged students in 2015/16: Attainment & Progress

	2015						2016					
	Disadvantaged Students		Other Students		Gaps		Disadvantaged Students		Other Students		Gaps	
	QEHS	Nat Ave	QEHS	Nat Ave	In Sch	QE v Nat	QEHS	Nat Ave	QEHS	Nat Ave	In Sch	QE v Nat
Percentage of students achieving A*-C in En & Ma	47%	38%	85%	65%	-38%	-18%	50%	TBC	83%	TBC	-33%	TBC
Attainment 8	N/A	N/A	N/A	N/A	N/A	N/A	3.75	TBC	5.77	TBC	-2.02	TBC
Progress 8	N/A	N/A	N/A	N/A	N/A	N/A	-0.68	TBC	+0.42	TBC	-1.1	TBC
Expected Progress (English)	70%	57%	88%	74%	-18%	-4%	67%	N/A	91%	N/A	-24%	N/A
Expected Progress (Maths)	59%	49%	90%	72%	-31%	-13%	52%	N/A	87%	N/A	-35%	N/A

A number of the strategies employed last year had a positive impact on the outcomes for disadvantaged students. There were:

- Significant improvements in attendance (and reductions in persistent absence) of disadvantaged students. The employment of an attendance officer was a significant factor in explaining the improvement in these outcomes
- Improvements in literacy levels (introducing and embedding the accelerator reader programme), particularly in Years 9 and 10 which should lead to better outcomes in 2017 and beyond at GCSE level
- Small improvements in English and Maths outcomes for disadvantaged students (as measured by the percentage of Year 11 students achieving A*-C in English and Maths)
- Improved outcomes for the alternative curriculum programme for 3 disadvantaged students which, although having a negative impact on Attainment/Progress 8 figures, allowed these students to remain in full-time education and progress onto college courses in Year 12

There were examples where strategies did not lead to improvements in outcomes. In-School Gaps widened compared to 2014/15 and many of the raising achievement strategies employed (particularly GCSE intervention strategies) did not have a positive enough impact on disadvantaged students (and benefitted non-disadvantaged students more).

In addition to maintaining our positive work on attendance, uniform, behaviour and literacy we aim to use the funding in 2016/17 to better engage disadvantaged students and their parents. We are introducing an Easter revision school and investing heavily in mentoring (from the senior leadership & pastoral teams) to better engage disadvantaged students.

In 2016/17 we plan to use the £87,000 funding as follows:

Strategy	Cost	Sutton Trust research on likely impact of intervention strategies
Testing (CAT tests & reading tests)	£3,000	
Literacy group in Years 9 and 10 and support for these groups	£18,000	1:1 support +5 month's progress TA support: +1 month's progress Reducing class size: +3 months progress
Pastoral Mentors & attendance officer intervention: <ul style="list-style-type: none"> • Attendance, behaviour 	£27,000	Mentoring: +1 month's progress Parental involvement: +3 month's progress Behaviour intervention: +4 month's progress
SLT & Pastoral Leader Mentoring Programme	£10,000	Mentoring: +1 month's progress 1:1 support: +5 month's progress Social and emotional learning +4 month's progress
Easter revision school	£5,000	Summer school: + 2 month's progress
Enrichment and engagement activity	£2,000	Outdoor/adventure learning: +3 month's progress
Homework support	£1,000	Homework: +5 month's progress
Extending the school day activities	£2,000	Extending school day: +2 month's progress
Inclusion: Uniform, revision guides, calculators, equipment, trips & visits etc	£3,000	School uniform: +0 months progress
Alternative Provision	£2,000	Mentoring: +1 month's progress 1:1 support: +5 month's progress
GCSE Intervention strategies (maths/English)	£10,000	Feedback: +8 months progress
Peer Mentors (academic; pastoral; DBS checks)	£1,500	Peer Mentos: 6+ months progress
Celebration of Achievement Activities	£500	
Increased engagement with parents (attendance, parents evenings)	£1,000	Parental engagement: +3 months progress
CPD Teaching and Learning (focus on feedback, T&L strategies)	£1,000	Feedback: +8 month's progress Collaborative learning: +5 month's progress
Total Spending	£87,000	