



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 S Carter and Mr T Hughes are currently responsible for the Disadvantaged policy. They are the Student Achievement Coordinator (Pupil Premium) and Director of Student Performance respectively and are part of the wider Student Achievement Team. The linked Local Committee Member is Mrs L Williams. Any changes to be made are discussed with the Senior Leadership Team and then passed onto the Local Committee Members for approval and then submitted as part of the SFAET Trust documentation.

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 true that a child from a private school is twenty-two times more likely to attend a highly selective university, than a student who has received free school meals at some point in their education (*Source: Sutton Trust*). Moreover, just 29% of disadvantaged students choose to study A Levels after they have completed their GCSEs (*Source: Achievement For All*). Away from academia, the school is also committed to ensuring that our students are prepared for the world of work. We firmly believe that we have the duty to ensure that disadvantaged students leave us with the best possible good quality qualifications.

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, lack of resources, poor organisation and low aspirations.

Through wise use of additional funding, and research from the likes of the Sutton Trust, EEF and the Schools, Students and Teachers Network (SSAT) we are fully committed to ensuring that the individual needs of each student are met. As a result of our approaches, it is hoped that these students will make better progress and achieve higher standards than would have been likely without it.

It is for schools to decide how the pupil 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:

We firmly believe that what happens in the classroom has the greatest impact on the achievement and wellbeing of our disadvantaged students.

- a) Teachers' planning of lessons will explain precisely planned strategies to ensure that Disadvantaged 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 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 Student Achievement Coordinator (Pupil Premium), and SENDCo when appropriate, will be consulted as needed for support and advice and will take the opportunity to observe the students in lessons throughout the year.
- 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 of every stage of their child's development and the circumstances under which they are being monitored. Through regular contact with the Student Achievement Coordinator (Pupil Premium) they are encouraged to share information and knowledge which is pertinent to the student and germane to social and academic success.
- g) The academic progress of disadvantaged students is to be discussed and analysed at a department / faculty level at least every half term.
- h) Learning walks will confirm that training led by staff (including the Student Achievement Coordinator) is widely and consistently implemented across the school.
- i) The work completed by disadvantaged students will be a priority for work scrutinies completed by SLT and within departments and faculties.

The role of the Coordinator of Achievement (D)

Mr S Carter, as Student Achievement Coordinator (PP), is responsible for the following:

1. Above all, ensuring that the income received for disadvantaged students is spent in an appropriate and effective manner.
2. Reflecting upon, refining and, when necessary, updating the Disadvantaged Policy.
3. Planning and leading meetings with; Student Achievement Advocates, whole staff cohort, Heads of Faculties/Subject Leaders, Parent/Carers and Disadvantaged students.
4. Regularly meeting with Mrs L Williams as Link Local Committee Member, in order to discuss disadvantaged provision. This should happen at least once every term.
5. Meeting fortnightly with T.Hughes to discuss identified disadvantaged students who may be underachieving and planning strategies that can be put into place to help students improve their progress.
6. Leading training with Student Achievement Advocates, Heads of Faculties/Subject Leaders, teaching and non-teaching staff about the implementation and monitoring of impact to establish the effectiveness of strategies for disadvantaged students.
7. Establishing links with secondary schools from both Havering and elsewhere in order to share best practice and implement any successful and effective strategies that are seen in other schools.
8. 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. This will be in collaboration with the HOY 7 and Mrs N Scott the Behaviour for Learning Mentor.
9. Provide regular updates relating to Disadvantaged students in the Head's Report to Local Committee Members three times a year.
10. 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.
11. Regularly meeting disadvantaged students, both formally and informally, in order to ascertain their wellbeing and discuss any barriers to academic progress. This may include meeting with parents/carers when appropriate or necessary.
12. Lead extra-curricular activities, such as visits to universities, museums and competitions in order to raise the aspirations and self-esteem of disadvantaged students.
13. Maintain conducive relationships with parents/carers of disadvantaged students, with regular contact about attendance, academic progress and overall wellbeing.
14. Ensure staff are differentiating learning materials according to the student's ability band (e.g. more able disadvantaged students should be expected to complete extension tasks).
15. Presenting to the Local Committee meetings when requested.
16. Working with outside agencies to ensure disadvantaged students have access to mentoring, tutoring and support from recognised qualified professionals.
17. Ensure all disadvantaged students are suitably equipped for all subjects – this will include providing revision guides and other materials.

18. Completing an annual review of our disadvantaged provision to ensure consistent and effective approaches across the school.
19. Be up-to-date with the latest research into effective strategies for disadvantaged students and implement them where appropriate across the school.
20. Focussing on the progress being made by Year 11 Disadvantaged students and working closely with individuals to maximise attainment.
21. Working with SLT to promote Disadvantaged students into roles and responsibilities within Junior Leadership and inclusion in extra-curricular activities.

The role of Disadvantaged Officer at Redden Court School

The Disadvantaged Officer

Miss J Canty, as Coordinator of Achievement (PP), is responsible for the following:

- Regularly liaising with the Achievement Coordinator (PP) to plan and monitor strategies for improvement for the Disadvantaged cohort.
- Planning and leading meetings with; Student Achievement Advocates, whole staff cohort, Heads of Faculties/Subject Leaders, Parent/Carers and Disadvantaged students.
- Leading training with Student Achievement Advocates, Heads of Faculties/Subject Leaders, teaching and non-teaching staff about the implementation and monitoring of impact to establish the effectiveness of strategies for disadvantaged students.
- Be up-to-date with all the latest research into effective strategies for disadvantaged students and implementing them where appropriate across the school.
- Acting as a Student Achievement Advocate for the Disadvantaged cohort in year 11.

The role of Student Achievement Advocates at Redden Court School

The Student Achievement Advocates, J Parkin (Boys), C Cox (Girls), D Lovett (HPA) and A Weatherall (SEND) are responsible for the following:

- Meeting the students in their specific Disadvantaged focus group on a one-to-one basis every half term.
- Initially contacting, and then liaising regularly with each individual student's parents/carers to provide an additional point of contact for advice, support and guidance.
- Liaising with staff on behalf of Disadvantaged students and their parents/carers.
- Monitoring and supporting Disadvantaged students in order to ensure maximum individual progress.
- Ensuring that individual Disadvantaged students are appropriately resourced to achieve maximum progress.

The role of the Link Committee Member Latoya Williams:

Latoya Williams, as the Link Committee Member to the Student Achievement Coordinator (PP) is responsible for monitoring the following:

- Regularly meeting with Mr S Carter and/or Mr T Hughes in order to discuss, reflect and refine the provision for disadvantaged students.
- Accompanying Mr S Carter 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 SDAs from the SEND faculty, are responsible for the following:

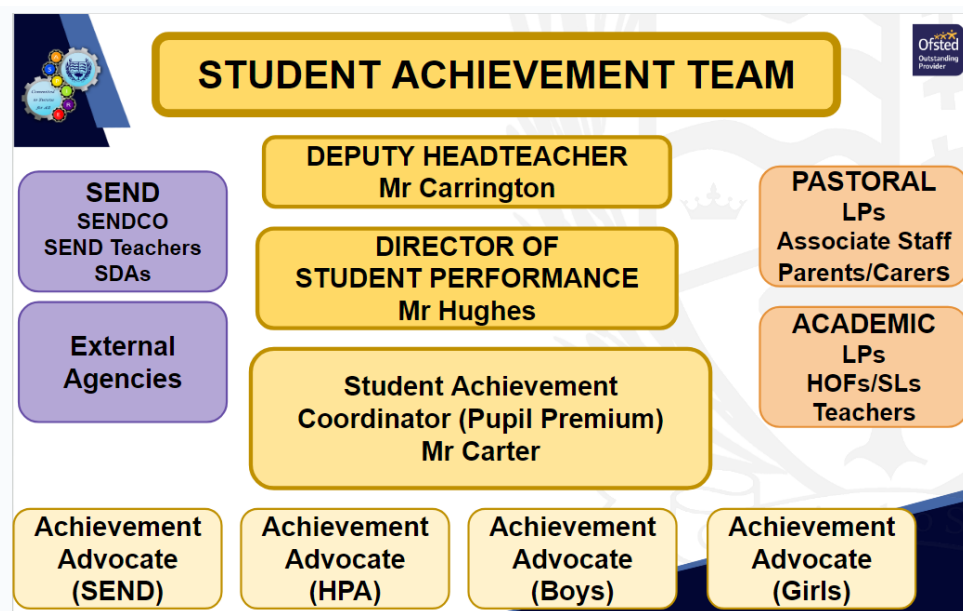
- Ensuring disadvantaged students are clearly identified on data sheets and seating plans.
- Ensuring that the provision for disadvantaged students in lessons is made clear and that its effect is reviewed constantly.
- Monitoring the academic progress of disadvantaged students, implementing any necessary, and effective, interventions.
- Regularly providing effective and clear feedback to disadvantaged students, particularly with regards to marking. (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, promoting that Learning Ambassadors (in Years 7 – 9) 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.
- Implementing strategies into their teaching practice that have been introduced in training sessions.
- Promoting Disadvantaged students in posts of responsibility in Junior Leadership and inclusion in extra-curricular activities.

The role of Pastoral staff at Redden Court School

All pastoral staff are responsible for the following:

- Monitoring the attendance and punctuality of all disadvantaged students.
- Providing reports, for Student Achievement Coordinator (Pupil Premium) and SLT, about the attendance of disadvantaged students in comparison with non-disadvantaged students.
- 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).
- Promote, track and monitor the inclusion of Disadvantaged students in roles within Junior Leadership and extra-curricular activities.

Disadvantaged Raising Standards Team



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.

- **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 maximise learning opportunities.

- **Extracurricular activities:**

Promote and support inclusion in extra-curricular activities, enrichment opportunities and educational visits.

- **Junior Leadership:**

Promote and monitor Disadvantaged students'

- **Links with parents**

Regular contact by Disadvantaged Coordinator and Advocates and specific information opportunities including parent/carer workshops.

- **External services**

Student premium funding may be used to buy in additional external services to support students and their families, e.g. learning performance.

- **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.

- **Careers Guidance**

To ensure that students are a priority for future pathways, post RCS, information, support and guidance.

- **Aspirational Enrichment Experiences**

To inspire students with enrichment activities that they may not experience elsewhere.

Measuring and Reporting Progress

Redden Court School will evaluate the impact on all students at the end of each term. Evaluations will focus on academic achievement and the student's personal development. Case studies and interventions will be completed for students who are in need of support. This will be discussed at termly disadvantaged meetings.

Termly reports will be produced and available for Heads of Year, Heads of Faculties/Subject Leaders and SLT on the following:

- Students' progress
- Improvements 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 strategies and 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 child's learning
- Students regularly attending school.
- Students being part of the wider school community
- Students having access to a range of activities that will improve their cultural capital.

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

- Local Committee
- School leaders
- Teachers and support staff
- The school's wider community
- SFAET Trust

Review

This policy will be reviewed annually and amended as necessary.

Date of this policy: February 2021

Review date: October 2025

Next review date: October 2026

Reviewed by: Mr T Hughes, Assistant Headteacher

Signature of Head Teacher:..... Date:.....

Signature of Chair of Local Committee:..... Date:.....

At Redden Court School we are dedicated to building and embracing a diverse, inclusive and equitable school environment. This ensures that everyone is welcome, included and given the opportunity to take part. We recognise and celebrate the range of diverse qualities that we all bring.