

THE TELFORD PRIORY SCHOOL



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DISADVANTAGED STUDENT POLICY

The Telford Priory School Disadvantaged Student Policy

1. INTRODUCTION

The Telford Priory School is committed to ensuring that all students achieve their full potential by providing outstanding classroom teaching where students make or exceed expected progress. This is underpinned by robust self-evaluation systems and processes.

Pastoral and academic teams ensure that any barriers to learning are quickly identified and additional intervention is carefully designed to meet individual needs. The government's 'disadvantaged student fund' is additional funding to enable schools to provide intervention, where necessary, for those students who take free school meals, are looked after or are from services families. All members of staff, governors and teaching assistants accept responsibility for socially disadvantaged students and are committed to meeting their pastoral, social and academic needs within a caring environment.

BACKGROUND

The disadvantaged funding is a Government initiative that targets extra money for students from deprived backgrounds, as well as students whose parents are serving in the armed forces. The funding is provided in order to support these students in reaching their potential.

The Government has used students entitled to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per student, based on the number of students registered for Free School Meals. This fixed amount of money will increase every year under the current Parliament. The Government is not dictating how school should spend this money, but our schools will employ strategies that will support students in increasing their attainment, and 'diminish the difference'. Schools are accountable for narrowing the gap.

2. PRINCIPLES

- 2.1 Teaching staff, tutors, heads of house and academic leaders carefully track the progress of student premium students.
- 2.2 The 'disadvantaged funding' is available to students entitled to free school meals (FSM6), looked after children and children of services personnel. It is important to recognise that not all vulnerable and/or disadvantaged students are registered for FSM. Discretion will therefore be used in allocating student premium funding to students deemed by the school to be vulnerable and/or disadvantaged.
- 2.3 Disadvantaged funding is not allocated to individual students. Funding will be used taking account of student progress data, priority groups or individual needs, which may change during the year. Consequently, funding will be targeted and strategic so that not all student premium students will be in receipt of a 'one size fits all' type of provision or intervention.
- 2.4 Whilst disadvantaged funding is not ring fenced, it will be treated as additional funding focused on accelerating the progress of disadvantaged students to a level at least in line with benchmark data.

3. PROVISION

- 3.1 The primary focus will be to accelerate progress in core subjects, particularly English and Maths, through bespoke tuition, corrective reading and numeracy or small group work. All of these interventions are delivered by qualified staff.
- 3.2 Extra-curricular and enrichment activities which help students to engage with learning and build self-confidence and self-esteem.
- 3.3 Alternative provision, which may involve provision off-site and/or the use of other providers.
- 3.4 Resources for learning.

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3.5 Anything else that may overcome obstacles to learning and/or improve examination outcomes.

4. MONITORING EVALUATION AND REPORTING

- 4.1 Academic leaders, led by an Assistant Headteacher, will closely monitor the progress of disadvantaged students using data to report to parents.
- 4.2 The Deputy Head in collaboration with the Assistant Head (ARR) will evaluate the impact of the bespoke tuition sessions and other forms of academic intervention. The Assistant Headteacher will also provide an analysis of the impact of Reading and Numeracy intervention.
- 4.3 The Assistant Headteacher will provide an analysis of the performance of disadvantaged students.
- 4.4 The Assistant Headteacher will prepare an annual report for governors and parents describing how the funding was allocated and the progress made towards diminishing the difference for disadvantaged students.
- 4.5 The Assistant Headteacher and Deputy Heads will analyse the progress of disadvantaged students via the subject leads.
- 4.6 The Deputy Head's and Headteacher will analyse the progress of all groups of students as identified through RAISE.
- 4.7 The Assistant Headteacher will provide an annual statement outlining how disadvantaged funding has been used. This will be available on the school website.

5. SUCCESS CRITERIA

The evaluation of this policy is based on how quickly the school can 'diminish the difference' between socially disadvantaged students and their peers. The success criteria for the Disadvantaged Student Policy are:

- 5.1 Early intervention and support for socially disadvantaged children
- 5.2 The vast majority of socially disadvantaged children will at least meet their individual targets
- 5.3 Effective parental - student - school support.
- 5.4 Having an effective system for identifying, assessing and monitoring student
- 5.5 Having a whole-school approach
- 5.6 Having a positive school atmosphere in which students' differences are recognised and valued as full members of the school community; developing confident and independent learners

6. Review

- 6.1 This policy will be reviewed annually.