



Improving the Quality of Outcomes and Curricular  
Provision for Disadvantaged/Vulnerable Students at  
Admiral Lord Nelson School

## Strategy Document

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## Introduction

Vision for Disadvantaged/ Vulnerable (Pupil Premium, CLA, Service Children, SEND)

All students at ALNS who have been identified as disadvantaged will have access to a full and varied curriculum. They will have the necessary support so that they can make good progress and develop the skills and habits to help them succeed in future life. Pupil Premium funding will be used to ensure students have full access to all curriculum experiences and to remove barriers to learning as they arise. Parents of disadvantaged pupils will be encouraged to take a full and active role in their child's education at ALNS; attending parents' evenings and engagement in the online reporting service INSIGHT. Non – engagement of parents and/ or students will be challenged so that progress can be achieved.

Transition from KS2 to KS3 and from KS4 to KS5 will be monitored and those 'at risk' will be supported during this process.

The following are the main strands of this strategy for 2018/2019

- 1) To continue to refine the monitoring for underperformance of students who are disadvantaged, implementing effective interventions
- 2) To further develop the professional learning of staff with relation to the quality of planning for differentiation in 'quality first' teaching.
- 3) To continue to develop interventions for disadvantaged students and monitor the effectiveness of these.
- 4) To improve the pedagogical quality of interventions in all subjects to ensure progress in-line with expectations.

Students will be identified as disadvantaged/ vulnerable if in the last 6 years they have received FSM (Ever6) or during the census they are identified as a child of Service personnel or they are identified as CLA or SEND.

Interventions to ensure the success of disadvantaged students is Multi-layered and very much depends upon the needs and performance of an individual student.

**Strategy 1: To continue to refine the monitoring for underperformance of students who are disadvantaged, implementing effective interventions**

Teacher:

- All staff, when marking will mark disadvantaged students work first and where a student is 'below expected' target they will be expected to mark these more frequently.
- Staff must know the needs of their disadvantaged students and differentiate work when required – regularly monitoring the effectiveness and adapting as required.
- Staff must update regularly their progress folders with interventions and next steps included.
- Staff are expected to seek support for those that are continuing to underperform from CD.

Curriculum Directors:

- To regularly monitor the progress of disadvantaged students through the A5 process and where underperformance is occurring to monitor this more frequently.

- CD are expected to monitor and hold teachers accountable for progress of disadvantaged students using 'learning walks', 'drop ins', 'book looks' etc
- To ensure that department meetings are opportunities for interventions to be reviewed and discussed with next step plans for disadvantaged.
- Where there is underperformance with individuals and teacher is not having enough impact the CD must intervene i.e. Dept. report, support sessions, parental contact etc.

Head of House:

- Staff to continue to be accountable for progress of those who are below in 4 or more subjects and to show the impact of interventions via the A5 process.
- Where there is a pattern of under achieving across the curriculum the HOH is expected to intervene i.e. HOH report, support sessions, parental meetings etc. If there is no improvement then seek advice from the Key Stage Leader and then Assistant Head Inclusivity.

SENCO:

- To be accountable for the progress of those students identified as disadvantaged and SEND; to continue to use 1:1 interviews, this information must be relayed back to teaching staff so that they can make the necessary changes to interventions.
- The SENCO is expected to ensure that all relevant plans for students, such as IEPs, are available for teaching staff and that these IEPs are monitored for impact and modifications made.

Assistant Head Inclusivity:

- To monitor and be accountable for the progress of disadvantaged students.
- To ensure Curriculum areas where progress is a concern have suitable plans and monitoring processes in place and measure the impact of these to ensure they are being effective.
- To review Disadvantaged students progress regularly and provide plans for improvement.
- To monitor and report on the progress of CLA

Outside Agency:

- To review intervention and the impact on progress across curriculum – amend as needed.

**Strategy 2: To further develop the professional learning of staff with relation to the quality of planning for differentiation in 'quality first' teaching.**

Teacher:

- Staff are expected to understand the needs of each class; evidence must be provided by annotated seating plans, lesson planning etc
- Staff are expected to attend PLS sessions in relation to specific needs of their students if there is under performance of individuals within their class; so they can then address this appropriate intervention.
- Staff are expected to differentiate work and to show evidence of this via book looks, learning walks and drop ins.
- SOL must reflect the different pedagogical approaches to differentiation.

Curriculum Director

- CD is expected to provide opportunities to discuss/ plan differentiation in dept meetings and to feedback on the monitoring process with strategies to address underperformance.
- SOL must reflect the differentiated pedagogy
- CD are expected to monitor the quality of differentiation and report to SLT using learning walks, book looks, drop ins. Where underperformance is identified interventions must be put in place and monitored further.

- CD are expected to ensure that staff attend PLS sessions that impact on their quality of their teaching and learning and in particular their understanding of differentiation.

Head of House:

- HOH are expected to offer further advice and guidance to staff on the learning styles of individuals and any other factors that may influence their progress.
- HOH are expected to deliver PLS sessions for those students who present at the higher end of need but are not SEND.

SENCO:

- To must provide opportunities for staff to understand the SEND needs of individuals and how to differentiate for these students.
- The SENCO is expected to monitor and report on the impact of differentiation for those identified as SEND across curriculum areas; advice and guidance must be given for those who are underperforming.
- The SENCO is expected to hold to account subject areas for the progress for SEND; and to monitor the quality of differentiated work for SEND students via book looks; learning walks etc.

Assistant Head Inclusivity:

- Must ensure all staff attend PLS relevant for their curriculum area and linked to differentiation if underperformance is identified.
- To hold to account Curriculum Directors where students who are Disadvantaged/Vulnerable continue to not make good progress

Outside Agency:

- To refer when needed for extra support from outreach services for those students deemed at a higher level of need in relation to differentiation (EP service and SEND outreach)

**Strategy 3: To continue to develop interventions for disadvantaged students and monitor the effectiveness of these.**

Teacher:

- They are expected to make appropriate interventions when required and review the success of these interventions in a timely manner; evidence of actions must be in progress folders and show development over time.
- Staff are expected to share good practice regularly in departments.

Curriculum Directors:

- CD are expected to show evidence of a working document of shared intervention strategies; evidence of discussions and improvement in progress of disadvantaged students.
- CD must monitor and hold staff accountable for the interventions taking place within teaching and learning with regular reviews.

Head of House:

- HOH are expected to share intervention strategies on a regular basis.

SENCO:

- They are expected to continue to provide staff with relevant intervention strategies for varying learning needs and monitor these interventions through 1:1; book looks etc.
- The SENCO is expected to ensure IEPs are updated regularly and shared and reviewed and where underperformance continues they must seek further advice from other agencies.

Assistant Head Inclusivity:

- Is expected to monitor the PLS uptake of intervention workshops; through learning walks etc to monitor the impact of interventions.
- They are expected monitor the interventions of CD and teachers; and to hold accountable where interventions have not been effective.

Outside Agency:

- They must show impact of the intervention work they carry out to support individuals.

**Strategy 4: To improve the pedagogical quality of interventions in all subjects to ensure progress in in-line with expectations.**

Teacher:

- They are expected to plan learning taking into account the need to differentiate that will allow all students to access the lesson and make at least good progress.
- They are expected to monitor and be accountable for the progress of all disadvantaged students and make changes to interventions to ensure progress is made.
- They are expected to take responsibility for their own professional development; where underperformance is identified teachers must be proactive in attending relevant PLS on differentiation and SEND needs.

Curriculum Directors:

- They are expected to monitor and be accountable for all disadvantaged students' progress across Mats. They must show evidence of implementing strategies and the monitoring of these over time. Where underperformance continues the CD is expected to intervene with advice/ guidance/ action as required.
- The CD is expected to devise suitable interventions for those that require differentiation in liaising with SENCO and the Assistant Head; these must be monitored and further changes made when required.
- The Curriculum Director needs to ensure that they are driving pedagogical development so that the good progress of disadvantaged students is facilitated. To meet this they will need to be looking to find strategies to bring to the department.

Head of House:

- They are expected to monitor and support the progress of disadvantaged students – placing on appropriate plans those that students whose progress is not sufficient. The targets of these plans must be shared with the CL if appropriate to the progress of the student. The plans must be regularly reviewed with parents and further targets set and shared.

SENCO

- They are expected to provide advice and guidance for Maths teachers on student needs and differentiation. They must monitor the quality of differentiation via learning walks, book looks etc.
- They are expected to provide opportunities for Maths staff to attend bespoke PLS to develop differentiation skills in Maths. Utilising outside agency support if required.
- They are expected to monitor and be accountable for the progress of disadvantaged (SEND) students in Maths and intervene as required. Using learning walks etc to provide evidence.

Assistant Head Inclusivity:

- They are expected to monitor and hold accountable the CD for the progress of disadvantaged students in.

- They are expected to support/ advise the Maths teachers on strategies for intervention.

Outside Agency:

- Where applicable engagement of agencies to support Maths progress; these interventions are to be monitored via learning walks etc.