DISADVANTAGED IMPROVEMENT PLAN

Mission

Our mission is to ensure that:

– Students develop the knowledge, skills and character to live happy, healthy and successful lives

– All are included and work hard to fulfil their potential regardless of background or starting point

– Student choices are not limited by self-belief, opportunity or circumstance.

This can be achieved at Guru Nanak Sikh Academy through world-class learning, high expectations and through encouraging personal, moral and spiritual development.

Priorities for the improvement of disadvantaged pupils:

1. Improve the progress of disadvantaged students through high quality teaching and learning.
a) Set aspirational targets for disadvantaged students at GNSA based in the upper limit of FFT5.
b) Ensure that PP students are represented in all sets but in particular the higher sets across all departments.
c) Develop whole school teaching and learning strategies to promote the progress of disadvantaged students.
d) Quality assure lessons and books to ensure the teaching and learning strategies are in place and where they are not deploying additional support.
e) Work with and support the disadvantaged champions to ensure disadvantaged students make progress in lessons.
f) Ensure there is a constant cycle of assessment, feedback and improvement for disadvantaged pupils and that this is evident in all lessons.

2. Effectively use data tracking points based on high quality assessment to identify disadvantaged students that a not making the required progress and target these students for interventions.
a) Ensure all departments have in place quality assessments that result in accurate data tracking and provide information regarding gaps in knowledge.
b) Create an effective accountability cycle in which the progress of all disadvantaged students are discussed resulting in effective interventions.
c) Use accurate data to target disadvantaged students for high quality small group interventions that rotate to ensure disadvantaged students receive support in all their subjects.
d) Monitor the effectiveness and quality of the interventions that disadvantaged pupils receive through QA and data tracking
e) Monitoring the progress of all disadvantaged students in terms of achievement, progress, behavior and attendance after each tracking point.
f) Share all findings with all relevant parties including governors and parents.

3. Improve engagement of students and parents with the academy and improve aspirations and the cultural capital of disadvantaged students
a) Continue to monitor the work of the attendance officer regarding disadvantaged pupils.
b) Host family support evenings and parents evening to promote engagement with parents and support them in their child's education at home.
c) Create a parental toolkit to promote the learning of disadvantaged pupils at home.
d) Provide a wide range of extracurricular activities for disadvantaged students to engage with, including funding enriching trips and ensure they are prioritized during the decision making process
e) All disadvantaged students to meet with the career advisor prior to Y9 options and during KS4.

				1. Improve the progress of disadvantaged students through high quality teaching and learning.			
Key Actions	**By Whom**	**Time scale**	**RAG Status**	**Milestones / actions towards objectives**	**Monitoring**	**Evaluation**	**Support**
a) Set aspirational targets for disadvantaged students at GNSA based in the upper limit of FFT5.	**DATA SLT**	Sept		• PP results analysis to be conducted by PP SLT and finding used to support creating the disadvantaged action plan. • Use FFT5 to set all disadvantaged students targets by 30th September • Have all targets on 4Matrix by Friday 30st September. Ready for staff to access and use when planning	**SLT**	**PP SLT**	**SLT**
		Oct Dec Feb Apr May		• Go4schools to be launched by November. • Deliver staff training on how to use go4schools • Monitor how targets are being used by teachers to plan effectively by 18th October. Cyclical process including • Adjust targets constantly to maintain high levels of motivation and challenge. • All students will be able to accurately articulate their target or be able to access it when asked by Christmas. • Planners constantly checked during form times throughout the years to ensure the use of data sheets			
		July		• Aspirational targets will have resulted in accelerated progress by the final mock examinations. Disadvantaged students to have reduced the gap to 0.0			
b) Ensure that PP students are represented in all sets but in particular the higher sets across all faculties	**PP SLT**	Oct		• Contact SL's to assess the distribution of PP students in their sets. Wherever possible suggest mixed ability groupings to stretch all PP students 28th Sept. • Use QLA based on end of year assessments to reset wherever necessary	**SL**	**PP SLT**	**SLT**
		Dec Feb		• Meet with SL's after each data capture to review the setting of PP students during the accountability cycle. Challenge any movement of PP students within ability sets. • All significant set movements to be discussed in accountability meetings • Focus on Y11 students after each mock. Ensure any movement from tiered papers are justified.			
		July		• Gap between PP and non-PP students will have reduced to 0.0 due to higher challenge in lessons.			

c) Develop whole school teaching and learning strategies to promote the progress of disadvantaged students.	PP SLT & T&L SLT.	Sep - Nov		• Remind staff of the pupil premium initiative during CPD • Deliver whole school CPD based on the book 'boys don't try' to promote tender masculinity in lessons and around the school. • Identify disadvantaged students falling behind across all year groups. These students will be selected for the progress group. Teachers will focus on these students during lessons to ensure their behaviour, motivation and progress is good in lessons. Meet with the students selected and contact home. This 5 week cycle starts in November and will continue all year.	T&L SLT	PP SLT	SLT
		Oct		**Cyclical process during the year** • Change PPI students each half term based on QLA and the most recent data capture. • Review and change the progress group students every 5 weeks per year group. • QA the CPD programme and the PPI every week. Meet with the disadvantaged champions to develop teaching and learning strategies targeted towards disadvantaged students. Starting with retrieval practice.			
		Dec					
		Feb					
		Apr					
		July		• PP students are challenged in lessons resulting in the PP gap being completely reduced.			
d) Quality assure lessons and books to ensure the teaching and learning strategies are in place.	PP SLT & T&L SLT.	Sept		• Review the previous accountability cycle to assess whether it is fit for purpose. • QA to be heavily based on evidence in books and through learning walks. • Set aside time each week to ensure QA happens. • Interventions are also to be quality assured (discussed later)	SL	PP SLT	SLT

		Oct Apr		**Cyclical process of QA** • Calendared learning walks and lesson observations will have a disadvantaged focus. • Lesson observations and learning walks to be discussed with SL's after each progress capture during the accountability cycle • Work scrutinies will have a disadvantaged focus throughout the year, particularly on the presentation of disadvantaged students. • Staff and students will be held to account through all of the evidence above. Staff will be supported through coaching; students will be supported through extra interventions and detentions where necessary. • Disadvantaged champions to be trained in quality assuring within their faculty. • Disadvantaged champions to support PP SLT in ensuring the PP strategies are being effectively used across the school.			
		July		• Higher expectations for all will result in the progress of disadvantaged students.			
e) Work with and support the disadvantaged champions to ensure disadvantaged students make progress in lessons	**PP SLT**	Sept-Oct		• Departments to nominate PP champions within their department. SL's to remind them of their role and to inform them they need to collate the first PPI list and it must focus on underachievement. • Train PP champions in what to look for in lessons so they can effectively assist during the rigorous accountability cycle. • Hold the first disadvantaged champion meeting and train champions to focus on retrieval practice strategies that are to be used in lessons.	**SL**	**PP SLT**	**SLT**
		Dec - May		**Cyclical process of** • Meet with PP champs half-termly to develop strategies that work in their department. Share good practice and constantly evolve the teaching and learning strategy for PP students. • Drop into departmental meetings to see how PP champions are delivering the information regarding teaching and learning strategies. • Quality assure lessons and books with disadvantaged champions to hold staff to account for a lack of progress in their lessons. • Analyse data to judge which groups the disadvantaged champions are to focus on. Disadvantaged champion meeting to work on low stakes quizzing.			

		July		• Effectively accountability based on evidence seen in books and lessons will hold staff and students to account. When combined with effective teaching and learning strategies to support the knowledge rich curriculum the progress of disadvantaged students will improve.			
f) Ensure there is a constant cycle of assessment, feedback and improvement for disadvantaged pupils and that this is planned for in lessons.	PP SLT, DATA SLT & T&L SLT.	Sep		• PP SLT and SLT to review the old and new intervention and accountability cycle based on rigorous evidence. • Share the new cycle with SL's and explain their role within it. • SL's to ensure that assessments are assessing threshold concepts accurately (ongoing during the assessment cycle).	SL	PP SLT	SLT
		Dec-Apr		**Cyclical process of.** • Progress capture analysis • Meeting with SL's to discuss the progress of disadvantaged students. All progress will be based on half termly assessment that will have received a QLA. • Teachers to target lessons to close the knowledge gaps identified after each data capture • The intervention cycle for Y11 students will be based on their mock data. Evidence from each session will be required to prove knowledge gaps have been closed. If the gap has closed students will be swapped to ensure the maximum amount of students receive interventions. • The selection of the progress group students will be based on assessment data. • Constantly review the SoL and threshold concepts during the cycle.			
		July		• Progress of disadvantaged students above national average.			

2. Effectively use data tracking points based on high quality assessment to identify disadvantaged students for interventions							
Key Actions	**By Whom**	**Time scale**	**RAG Status**	**Milestones / actions towards objectives**	**Monitoring**	**Evaluation**	**Support**
a) Ensure all departments have in place quality assessments that result in accurate data tracking and provide information regarding gaps in knowledge.	**SL**	Sept		• SLT to deliver CPD regarding the appropriateness of threshold concepts and how they link to assessment • July 2020 – All faculties completed an assessment overview for all year groups resulting in targeted intervention happening in lessons. • Meet with SL's to explain the new cycle of intervention that must be based on P8 and targeted to students based on their most recent mock exams. • Quality assure new intervention model through learning walks, student feedback and analysis of data.	**DATA SLT**	**PP SLT**	**SLT**
		Oct Dec Feb Apr May		**Constant cycle of…** • Improving SoL and assessments and implementing these throughout the year • Data tracking based on accurate assessment • SL held to account for progress grades during the accountability cycle after each progress capture • QA tracking grades to ensure teachers can justify their decision after each data capture. Meeting with RSS, SLT link and SL. **Constant cycle of…** • Selecting students for interventions based on accurate data. • Intervention lessons • Hold SL's to account during intervention meetings, examining the reasons behind a lack of progress • Acting on intervention discussions to support staff where needed.			
		July		• End of year exams to be completed. • Intervention for year 10 to begin in English and Maths. • Review the effectiveness of interventions. • Analyse the progress for students with interventions compared to those without.			

b) Create an effective accountability cycle in which the progress of all disadvantaged students are discussed resulting in effective interventions.	SL	Oct		• Meet with SL's to examine the PP data from the 2019 examinations and create departmental action plans regarding PP students. • Create war boards for year 11 that shows P8 scores and match up in English and Maths to be used in accountability meetings.	PP SLT	PP SLT	SLT
		Dec		**Constant cycle of…**			
		Apr		• Meet with SL after every data capture during the accountability cycle to discuss PP data and put in a plan of action to support PP students that are not making the required progress. • QA lessons to look for the reasons behind a lack of progress within departments. • Inform SL during accountability meetings and put in support where necessary • Meet with PP champions every data capture to provide them with the data they need for their departmental meetings. PP champions to hold staff to account for poor PP progress and to create a plan of action.			
		July		• Evaluate the use of PP champions in departmental meetings. • Progress of PP students to be in line with non-PP students.			
c) Use accurate data to target disadvantaged students for high quality small group interventions that rotate to ensure disadvantaged students receive support in all their subjects.	SL	Sep		• Meet with SL's to explain the new cycle of intervention that must be based on P8 and targeted to students based on their most recent mock exams. • Quality assure new intervention model through learning walks, student voice and analysis of data.	SL	PP SLT	SLT
		Oct		**Cyclical process of….**			
		Dec		• Selecting disadvantaged students that require interventions based on P8 data • SL to identify the knowledge gaps holding these students back based on their most recent mock exams.			
		Feb		• 4 week intervention cycle to take place with an assessment phase at the end to show progress. • Intervention teachers to complete the intervention proforma during the cycle, to explain the learning gap before the intervention and then RAG the impact of the intervention. This will be used during the intervention meetings.			
		Apr		• Evaluate the quality of interventions through QA. • Meet with SL to hold them to account for a lack of progress during the intervention cycle. • Provide support where necessary.			

		July		• Evaluate the quality and effectiveness of interventions. • Progress of PP students to be in line with non-PP students.			
d) Monitor the effectiveness and quality of the interventions that disadvantaged pupils receive through QA and data tracking.	**DASLT & PP SLT**	Sept		• Meet with SL's to explain the new cycle of intervention that must be based on P8 and targeted to students based on their most recent mock exam. • Quality assure new intervention model through learning walks and analysis of teacher profromas	**PP SLT**	**PP SLT**	**SLT**
		Dec		**Cyclical process of…** • 1 learning walk every 6 week cycle • Evaluation of the teacher intervention at the end of the 4 week cycle • Random students selected during the intervention meeting to assess the quality of progress during intervention. This will be triangulated with evidence of progress and student feedback. • Staff held to account and supported if a lack of progress is seen.			
		Apr					
		July		• Evaluate the quality and effectiveness of interventions. • Evaluate the accuracy of the tracking system in place. • Progress of PP students to be in line with non-PP students.			
e) Monitoring the progress of all PP students in terms of achievement, progress, behavior and attendance after each tracking point.	**SL**	Sept		• **Achievement and progress** – PP SLT to complete the PP exam results analysis and use it to inform planning for this year. • **Behaviour** – PASTORAL SLT to complete weekly analysis of behaviour data. PP students that are not meeting expectations to be placed on report. PP SLT to be sent the data each week and meet with PP students that are struggling • **Attendance** – PASTORAL SLT to complete weekly attendance analysis. PP students with poor attendance to meet with PP SLT to assess the reasons behind the poor attendance, if form tutor meeting does not solve the attendance issues.	**PP SLT & PASTORAL SLT**	**PP SLT**	**SLT**
		Oct					
		Dec		**Cyclical process of….** • **Progress and achievement** – PP SLT to meet with SL's on a 4 week basis to assess the progress of PP students during interventions and make changes where necessary.			
		Feb					
		Apr					

		May		- SLT links to meet with SL's after each data capture to discuss the progress of PP students and create appropriate action plans during the intervention cycle - PP SLT to meet with PP champions half termly to discuss the progress of PP students within their department and to create plans to promote progress. **Behaviour** – PASTORAL SLT to complete weekly analysis of behaviour data. PP students that are not meeting expectations to be placed on report. PP SLT to be sent the data each week and meet with PP students that are struggling - PP SLT to monitor the PP students constantly in detentions and look to intervene before the behaviour escalates on a weekly basis. **Attendance** – PASTORAL SLT to complete weekly attendance analysis. PP students with poor attendance to meet with PP SLT to assess the reasons behind the poor attendance.			
		July		- Evaluate data to assess the quality of interventions for behavioural, academic and attendance purposes. - Attendance of PP student to be above 95% - Removals and reports to be down on last year - Progress of PP students to be in line with non-PP students.			
f) Share all findings with all relevant parties including governors and parents.	**PP SLT**	Sept Oct		- PP SLT to complete the PP exam results analysis and use it to inform planning for this year. - Create the PP action plan and share with SLT and governors. - Create the PP spending document and put on the website.	**PP SLT**	**PP SLT**	**SLT**
		Dec		**Cyclical process of….** - Meet with SLT and governors to present PP data after each data capture. - Update the results and spending document on the website - Disadvantaged section on the website has been completely updated. Action plan and costing document available for all key parties. - Produce an impact reports after each data capture			
		Apr					
		Jul		Share finding with governors and SLT to evaluate the disadvantaged action plan ready for September.			

3. Improve engagement of students and parents with the academy and improve aspirations and the cultural capital of disadvantaged students							
Key Actions	**By Whom**	**Time scale**	**RAG Status**	**Milestones / actions towards objectives**	**Monitoring**	**Evaluation**	**Support**
a) Continue to monitor the work of the attendance officer regarding disadvantaged pupils.	**PASTORAL SLT**	Sept - Oct		- Analyse the disadvantaged attendance data. - Receive weekly disadvantaged attendance data analysis from welfare. Use this data to target disadvantaged students with poor attendance. - Meet with the disadvantaged students to discuss the issues behind the poor attendance.	**PP SLT**	**PP SLT**	**SLT**
		Nov - Dec		**Constant cycle of….** - Analysing the weekly data from welfare to look for the reasons behind poor attendance. - Speak to students about their poor attendance. - Speak to parents about poor attendance. - Monitor the tutor group attendance and the work of tutors In promoting good attendance.			
		Feb					
		Apr					
		May					
		July		- Evaluate the effectiveness of strategies to reduce poor attendance. - Disadvantaged students attendance to be above the 95% target			
b) Host family support evenings and parents evening to promote engagement with parents and support them in their child's education at home	**PP SLT & PASTORAL SLT**	Sep - Oct		- Calendar the family support evening, parents evening and open evenings. - Discuss the purpose of each value evening to maximise engagement with parents. - Run the Y11 and Y10 study skills session to provide revision strategies and key dates during the year for KS4 - Follow up with the Y11 parents that could not attend the evening. - Come up with a plan on how to follow up on non-attending parents.	**PP SLT**	**PP SLT**	**SLT**

		Dec - Apr		**Cyclical process of …** • Promoting parent, open and values evenings • Planning the values evening • Monitoring the attendance to the evenings • Following up with disadvantaged parents that do not attend the evenings • Evaluating the potential impact of the evenings • A big focus will be placed on engaging KS3 parents.			
		July		• Evaluate the impact of family support evenings in terms of attendance to the evenings and any potential academic implications on the students whose parents attended			
c) Create a parental toolkit to promote the learning of disadvantaged pupils at home.	**PP SLT**	Sep		• Develop the parental toolkit based on other schools and the requirements of our parents and students using the insights of subject specialists. • Launch the parental toolkit during the first family support evening. • Follow up with all disadvantaged parents that did not attend the success evening and send the parental toolkit to them in the post.	**PP SLT**	**PP SLT**	**SLT**
		Oct		**Cyclical process of** • Launching the toolkit. • Receiving parental feedback • Evaluating its use at home to support HW and revision.			
		Dec					
		Feb					
		Apr					
		July		• Evaluate the use of the toolkit in terms of parental voice, progress from students and engagement with revision and HW.			
d) Provide a wide range of extracurricular activities for disadvantaged students to engage with, including funding enriching trips and	**PP SLT, STEM SLT & PASTORAL SLT**	Sept - Oct		• Decide on the enrichment activities to be provided throughout the year ensuring they are as wide ranging and enriching as possible.	**PP SLT**	**PP SLT**	**SLT**

ensure they are prioritized during the decision making process		Nov - July		Cyclical process of .. • Reviewing the enrichment activities each cycle ensuring they are enriching the lives of disadvantaged students and building cultural capital. • Rotating the students to ensure they receive as many enrichment activities as possible • Meet with senior leader to review the enrichment cycles to ensure the activities are worthwhile and enriching • QA enrichment activities **Throughout the year** • Develop a plan to visit higher education establishments			
				• Evaluate the impact of enrichment through student and teacher voice			
e) All disadvantaged students to meet with the career advisor prior to Y9 options and during KS4.	**PP SLT**	Sept - Oct		• Discuss with the careers advisor her plan for raising aspirations.	**PP SLT**	**PP SLT**	**SLT**
		Nov - July		• Ensure disadvantaged students meet with the careers advisor in Y9 to ensure they are selecting the correct courses for their career aspirations.			