

The Royal Liberty School

"Where boys are ambitious, where boys succeed"



DISADVANTAGED POLICY

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Next Review: 10/01/19

Disadvantaged Policy

A significant proportion of students at RLS are disadvantaged. We never use this as an excuse; rather, it adds to our moral purpose. Our school motto is:

'Where boys are ambitious, where boys succeed'

And this applied to all of our students independent of their socio economic background.

Responsibility

The Disadvantaged Student Coordinator Teacher is responsible for the Disadvantaged policy. There is a link Governor. Any changes made to this policy are discussed with the Senior Leadership Team and then passed onto the Governors.

Rationale

Royal Liberty 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 a fact that 48% of privately educated students gain a place at a highly selective university, while only 2% of students eligible for free school meals do the same. Additionally, just 16% of students eligible for free school meals make it to university, compared to 96% from independent schools. Perhaps most concerning of all, just 29% of disadvantaged students choose to study A Levels after they have completed their GCSEs. 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, poor organisation and low aspirations.

Through wise use of additional funding we are fully committed to ensuring that the individual needs of each entitled student are met. As a result of our approaches, these students will make better progress and achieve higher standards that would have been likely without it.

It is for schools to decide how the student 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:

- a) Teachers' planning of lessons will explain precisely planned strategies to ensure that Student Premium 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 take steps to 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 Disadvantaged Student Co-ordinator, and SENDCo when appropriate, will be consulted as needed for support and advice and may wish to observe the students in class.
- f) Through (c) and (d) it can be determined which type of provision the student will need going forward.
- g) Parents/carers will be informed fully of every stage of their student's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school which is germane to social and academic success.

The role of the Disadvantaged Student Coordinator :

The Coordinator is responsible for the following:

- Above all, ensuring that the Income received for disadvantaged students is spent in an appropriate and effective manner.
- Reflecting upon, refining and, when necessary, updating the Disadvantaged Policy.
- Regularly meeting the Link Governor, in order to discuss disadvantaged provision. This should happen at least once every half term.
- Meeting fortnightly with the AHT Standards following a data drop to identify disadvantaged students who may be underachieving and discussing strategies that can be put into place to help students improve their progress.
- Collating departmental information following data drops to ensure that disadvantaged students are making progress or that interventions occur.
- Leading training with both teaching and non-teaching staff about

effective strategies for disadvantaged students.

- Reviewing and reflecting upon up-to-date research materials in order to consider new / innovative provision that can be deployed.
- Regularly conducting learning walks, in order to ensure that provision for disadvantaged students is consistent and effective across the whole school.
- As part of the conducting of Learning Walks, SLT is to ensure that teachers are aware of the disadvantaged students in their class and demonstrate a forensic understanding of how their teaching is having a positive effect on the progress and overall wellbeing of disadvantaged students.
- The Head of Year 7 will establish 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.
- Producing termly reports for Governors/SLT in order to inform them of matters relating to disadvantaged students.
- Ensuring staff are aware of developments in provision.
- Regularly meeting disadvantaged students, both formally and informally, in order to ascertain their wellbeing and discuss and overcome any barriers to academic progress. Meet with parents/carers when appropriate / necessary.
- Encourage extra-curricular activities, such as visits to universities, in order to raise the aspirations and self-esteem of disadvantaged students.
- Maintain conducive relationships with parents/carers of disadvantaged students, with regular contact about attendance, academic progress and overall wellbeing.
- Ensure staff are differentiating learning materials according to their ability band (e.g. more able disadvantaged students should be expected to complete extension tasks).

The role of the Link Governor

The Link Governor for disadvantaged students is responsible for the following:

- Above all, ensuring that the income received for disadvantaged students is spent in an appropriate and effective manner.
- Regularly meeting with the Disadvantaged Student Coordinator in order to discuss, reflect and refine the provision for disadvantaged students.

