

Disadvantaged Students Funding: 2024-2025

School and Funding Overview

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|---|----------------------------------|
| SCHOOL NAME: | Isleworth & Syon School for Boys |
| NUMBER OF STUDENTS IN SCHOOL: | 946 |
| PROPORTION OF PUPIL PREMIUM ELIGIBLE STUDENTS (%): | 28% |
| ACADEMIC YEARS THAT OUR CURRENT STRATEGY PLAN FOR THE USE OF PUPIL PREMIUM FUNDING COVERS: | 2021-2024 |
| DATE PUBLISHED: | 30 September 2021 |
| DATE REVIEWED: | 30 September 2024 |
| PUPIL PREMIUM LEAD: | Simon Fisher and Tom McDonnell |
| CHAIR OF TRUSTEES: | Derek Millard-Healy |
| PUPIL PREMIUM FUNDING ALLOCATION FOR THIS ACADEMIC YEAR: | £279,300 |
| CATCH-UP FUNDING: SCHOOL-LED: | 0 |
| RECOVERY PREMIUM FUNDING ALLOCATION FOR THIS ACADEMIC YEAR: | 0 |
| PUPIL PREMIUM FUNDING CARRIED OVER FROM PREVIOUS YEAR: | 0 |
| FSM SUPPLEMENT: | 0 |
| TOTAL BUDGET FOR THIS ACADEMIC YEAR: | £279,300 |

Disadvantaged Students Funding: Introduction

Our school catchment is located among areas of high social deprivation and, as such, 28% of our students are eligible for pupil premium. This has the potential to bring some complex challenges. As a staff body we are committed to ensuring that these challenges are mitigated so that all students can reach their full potential. Given this, it is essential that we identify individual barriers in order to provide personalised, targeted support so that our students can, both flourish academically and experience memorable moments through our comprehensive extra-curricular provision.

Disadvantaged Students funding is additional finance provided by the Department for Education (DfE) to support the education of the most socio-economically disadvantaged students. The funding is specifically targeted on those students who are entitled to free school meals (FSM) as well as those who are categorised as looked-after children (LAC), Ever 6, from military families and/or asylum seekers.

Key Principles

- All staff aim to ensure that there is no achievement gap between Disadvantaged Students and non-Disadvantaged Students at Isleworth & Syon School.

- Achievement of all students including those from disadvantaged backgrounds is best fostered in a school with an ethos of high expectations, where high-quality teaching and learning in the mainstream setting lies at the core.
- The curriculum is designed and regularly reviewed to ensure that it meets the needs of all learners.
- Teaching and learning in the classroom is the main focus for raising attainment. Student learning will be supported by additional targeted interventions both within small groups and one-to-one. This supports and complements classroom provision.
- Students from disadvantaged backgrounds benefit greatly from wide enrichment opportunities within and outside the school, to develop the cultural and social skills needed to support transition to the next stage of education, training or employment.
- Disadvantaged Students funding is best spent in an integrated way to ensure that entitled students receive an umbrella of support enabling them to achieve their potential. Where possible, expenditure is reviewed by year group.

Challenges: The Main Barriers to Educational Achievement for Disadvantaged Students (DS)

| CHALLENGE NUMBER (PRIORITISED) | DETAIL OF CHALLENGE |
|--------------------------------|--|
| 1 | Raise attainment and promote the rapid progress of DS students by ensuring consistency in relation to teaching, learning and assessment, both, across and within departments |
| 2 | Literacy: access to the curriculum via effective oracy, reading and writing |
| 3 | Social inclusion: identify and diminish constraints to student behaviour for learning including supporting their well-being |

2023-2024 Report (£274,153)

This money was used in different ways to support both the progress and attainment of young people, examples of which are listed below.

1. HIGH QUALITY TEACHING (WAVE 1): PROFESSIONAL DEVELOPMENT

- Continue to build upon successful elements of evidence-based approaches linked to instructional teaching: high challenge, low threat, modelling, oracy, reading, active revision, independent practise and collaborative learning.
- Regular communication with staff of classroom strategies to target disadvantaged pupils through means such as Yammer and staff bulletin. This includes the effective use of Pivotal approaches as well as seating plans using MINTclass.
- Develop opportunities for the leadership role to raise the profile of disadvantaged students across the school with the aim to close the gap.
- Coordinate leadership roles (T&L/Literacy/HPL/careers co-ordinators) to include raising the profile of disadvantaged students and closing the gap through regular cross-leadership communication and supporting whole school initiatives
- Curriculum - develop the PiXL Edge programme: appoint a coordinator, support Pledge
- Embed curriculum steps to build confidence and success in Key Stage 4 mathematics amongst students below grade 6.
- Develop Key Stage 4 initiatives in mathematics to support underachieving DS students. Targeted interventions such as DS invited to PPA club and programmes such as 'Strive 5/7'
- Embed genuine opportunities for work-related learning for all vocational programmes
- Developing literacy across the curriculum through the use of staff training on oracy, reading strategies and by developing student use of second tier language.
- Embed research-based approach in KS3 English relating to whole class readers - Initial roll out with Year 7
- Expanding reading lists out to KS4 and then KS3.
- Re-introduce the author-visitor programme to promote literacy
- Enrichment: communicate opportunities for enrichment to parents / carers. Identify and support enrichment experiences.
- Target individual students for additional, onsite subject specific enrichment.
- Target individual students for additional, offsite subject specific enrichment / intervention: DoE, NCS, club affiliation
- Ring-fence and subsidise potentially transformational enrichment opportunities for disadvantaged students: DofE, debating.
- Identify extra-curricular opportunities for DS both internally and externally - Increase communication and exposure to all students. Build connections with external providers with invitations into school to increase publicity.
- Increase Music lessons provided for targeted DS students in KS3.

2. WHOLE SCHOOL LITERACY

- Develop tracking systems linked to the school library (hard copies and E-Platform).
- Develop projects linked to strengthening KS2-3 transition.
- Develop engagement projects strengthening home-school links (a) when the reading age of disaffected disadvantaged students falls below an effective level and; (b) when parents / carers require support on home study / revision.

- Expand role and impact of the recovery programme through the National Tutoring Programme (NTP) to target DS in Year 11 Maths and English. Develop framework for DS in Years 8 & 9.
- Develop the role of Sixth Form reading ambassadors and volunteers through increasing student awareness of benefits and providing more support/training. To include student mentoring: targeted students are supported via discussions with mentors.
- Support the role of Accelerated Reader coordinator to further expand the programme in Years 7 to 10 to improve the reading ages of those below 10.0 with a focus on disadvantaged students.
- Implementation of rewards/ end goals to encouraged engagement amongst disengaged DS with lower reading ages.

3. TARGET INTERVENTIONS: SOCIAL INCLUSION

- Develop in-house early intervention systems: mentoring, positive opportunities.
- Develop engagement projects strengthening home-school links.
- Implementation of rewards/ end goals to encouraged engagement amongst disengaged DS.
- Further support provided to the Attendance Officer to intervene, support and guide parents/carers whose children are below 95% attendance.
- Develop a more layered system of interventions for disadvantaged students compared to the whole school approach. Re-introduce additional meetings and targets with potential focus on Years 7 and 8 whose attendance falls below 95%, with the objective of supporting students achieve good attendance from the beginning of their secondary school experience.
- Attendance and punctuality: develop additional targeted interventions and rewards system to encourage higher attendance amongst DS.
- Embed the role and profile of the Careers leader and develop strategies to take a proactive role with disadvantaged students in relation to employability and careers.
- Develop programme with Year 10 with disadvantaged / vulnerable students.
- Develop role of extra-curricular co-ordinator and the systems to monitor, track and evaluate impact of enrichment opportunities.
- Ensure that DS are represented on the High Potential Learner (HPL) list, students will also be targeted for opportunities aimed at raising aspirations, for example, University trips.
- Identify and support DS access to essential curricular resources including uniform, ICT provision, domestic wi-fi, PE kit, art supplies, stationery, revision guides, dictionaries and scientific calculators.

Impact

In 2022, the attainment 8 (A8) score of Year 11 disadvantaged students (DS) remains half a GCSE grade lower than that on of non-disadvantaged boys (5.1). However, the % of students achieving 4+ in English and Maths has increased and the gap between disadvantaged students and non-disadvantaged students has been reduced. The average grade for English and Maths has also increased.

| A TABLE SHOWING EXAMINATION OUTCOMES AND TRENDS FOR YEAR 11 STUDENTS | | | | | | | | | |
|--|-------|------|------|-------|--|---------|---------|---------|---------|
| | 2023 | 2022 | 2021 | 2019 | | DS 2023 | DS 2022 | DS 2021 | DS 2019 |
| Attainment 8 | 4.55 | 5.19 | 5.21 | 4.94 | | 3.97 | 4.72 | 4.70 | 4.70 |
| Progress 8 | -0.26 | 0.01 | NA | -0.03 | | -0.58 | -0.23 | NA | -0.25 |
| Eng & Ma 4+ | 64% | 70% | 69% | 71% | | 56% | 65.6% | 57% | 69% |
| Ebacc 9-4 | 10% | 15.2 | 11% | 24% | | 5% | 9.8% | 5% | 20% |
| Eng Ave grade | 4.6 | 5.3 | 5.1 | 5.11 | | 3.7 | 4.82 | 4.59 | 5.08 |
| Maths Ave grade | 4.7 | 5.1 | 4.8 | 4.84 | | 4.4 | 4.64 | 4.16 | 4.43 |

Plans to Address These Barriers In 2024 – 2025 (£279,300)

Plans include the development and embedding of practices from previous years as well as some additional initiatives:

1. HIGH QUALITY TEACHING (WAVE 1): PROFESSIONAL DEVELOPMENT

- Continue to build upon successful elements of evidence-based approaches linked to instructional teaching: high challenge, low threat, modelling, oracy, reading, active revision, independent practise and collaborative learning.

- Regular communication with staff of classroom strategies to target disadvantaged pupils through means such as Yammer and staff bulletin. This includes the effective use of Pivotal approaches as well as seating plans using MINTclass.
- Develop opportunities for the leadership role to raise the profile of disadvantaged students across the school with the aim to close the gap.
- Coordinate leadership roles (T&L/Literacy/HPL/careers co-ordinators) to include raising the profile of disadvantaged students and closing the gap through regular cross-leadership communication and supporting whole school initiatives
- Curriculum - develop the PiXL Edge programme: appoint a coordinator, support Pledge
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- Implementation of rewards/ end goals to encouraged engagement amongst disengaged DS with lower reading ages.

3. TARGET INTERVENTIONS: SOCIAL INCLUSION

- Develop in-house early intervention systems: mentoring, positive opportunities.
- Develop engagement projects strengthening home-school links: for example, develop the summer school project to support transition.
- Implementation of rewards/ end goals to encouraged engagement amongst disengaged DS.
- Further support provided to the Attendance Officer to intervene, support and guide parents/carers whose children are below 95% attendance.
- Develop a more layered system of interventions for disadvantaged students compared to the whole school approach. Re-introduce additional meetings and targets with potential focus on Years 7 and 8 whose attendance falls below 95%, with the objective of supporting students achieve good attendance from the beginning of their secondary school experience.
- Attendance and punctuality: develop additional targeted interventions and rewards system to encourage higher attendance amongst DS.
- Embed the role and profile of the Careers leader and develop strategies to take a proactive role with disadvantaged students in relation to employability and careers.
- Develop programmes with Year 10 with disadvantaged / vulnerable students: for example, Future Frontiers (n=15)
- Liaise with the extra-curricular co-ordinator to develop systems to monitor, track and evaluate impact of enrichment opportunities.
- Ensure that DS are represented on the High Potential Learner (HPL) list; for example, students will be targeted for opportunities aimed at raising aspirations, for example, University trips.
- Identify and support DS access to essential curricular resources including uniform, ICT provision, domestic wi-fi, PE kit, art supplies, stationery, revision guides, dictionaries and scientific calculators.

Plans to Measure Impact

Self-evaluation is the lifeblood of the school. Self-evaluation or quality assurance will include termly impact reports which may include:

1. Data analysis: students make better than expected progress.
2. Continuing professional development (CPD) including early career teacher training (ECT): staff feedback
3. Feedback and marking: work scrutiny of work by disadvantaged student across subjects / student voice
4. Teaching and learning (learning walks; lesson observations; audit the use of MINTclass)
5. Attendance and punctuality: data
6. The library (Accelerated Reader): data on loans and usage as well as reading ages.
7. Literacy: one-to-one data from the Learning Support team
8. High Potential Learners (HPL): student voice / data
9. Number of work experiences / enrichment placements: student voice / data
10. Resources and equipment: student voice / audit

Reference to Disadvantaged Students will be interwoven within as many of these reports as possible.

The Next Review of the Disadvantaged Students Strategy

The Disadvantaged Students strategy will be reviewed on a termly basis. Interim impact reports will be shared with the Standards committee. An annual impact report will be presented to Trustees in November 2025.