

HAYDOCK HIGH SCHOOL

Five Foundations for Success

Accelerated Progress for Disadvantaged Students - Haydock High School 2017-18



For all students we strive to support them to be:

- *Young people who are successful and prepared to enter a further education and employment market with the educational currency to be happy, confident and involved members of their communities and society.*

For our disadvantaged students we will support them by:

- *Ensuring equality for our students by closing progress gaps for our disadvantaged students between national non-disadvantaged progress and that of our own students.*
- *Providing every opportunity to prevent and diminish underachievement through effective, exciting and effective learning for our students alongside well targeted interventions.*
- *Ensuring that any individual barriers or potential barriers to learning posed for these students are overcome by fair and effective deployment of allocated resources.*
- *Ensuring that the deployment of funding is regularly evaluated for impact and altered as necessary.*

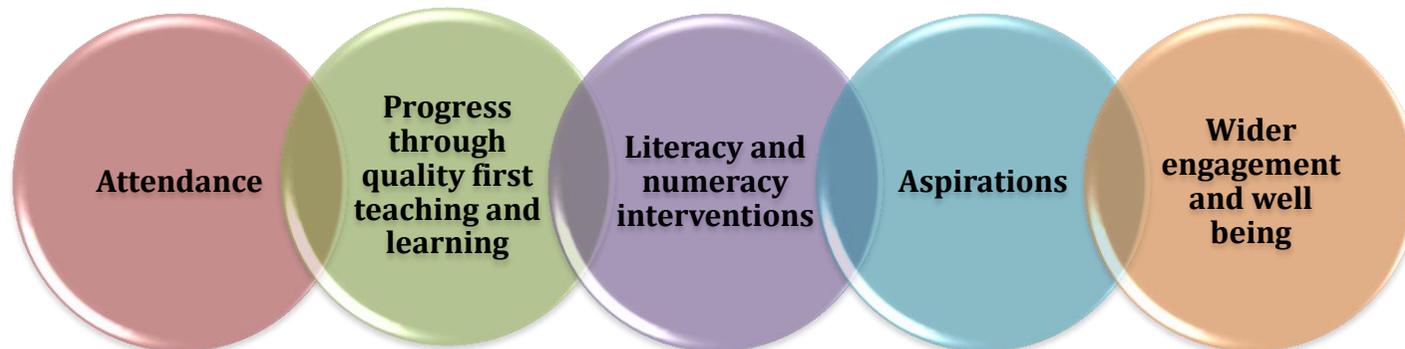
The Five Foundations

- *In order to do this the school has identified five key areas to ensure that the daily experience of our students supports them in their path to success and secures their entitlement to achieving the highest standards and to experience an enriched education.*
- *These will be known as our 'Five Foundations for Success'.*

The Five Foundations

The rationale:

- *The five foundations are aimed at strengthening the vital infrastructure of learning via quality first teaching and attendance*
- *In addition they are responsive to the school's current situation by ensuring that every opportunity is taken to close gaps in literacy and numeracy and in turn supporting historical underachievement from SEND and MA cohorts within school.*
- *Furthermore, the foundations aim to ensure that all DA students' experience of school is fully inclusive and that they have every opportunity to equally participate in wider school life so that they can thrive in their educational experience and as citizens of our Haydock community via wider engagement and support of their well-being.*



Foundation	Outcome	Via	Measured by
Attendance -	Improve attendance to on or above national average	<i>EWS service Heads of Year Attendance officer</i>	<i>Attendance data</i>
Progress through quality first teaching and learning	Ensure that all teaching is good or outstanding Ensure that students in all year groups are on good or outstanding progress trajectories in line with pathways.	<i>Staffing LSAs CPD Academic progress meetings for 10 underachieving co-horts following all data entry points Proportional representation in all work scrutiny and student voice.</i>	<i>Progress data Lesson observation and learning walks Work scrutiny Student voice</i>
Literacy and Numeracy Interventions	Ensure that our students are supported in being able to access the successfully access the curriculum Ensure that 80% of students in English and Maths are on good or outstanding progress trajectories in line with pathways. Improve reading ages of all students below 85 to 85 and above by Summer.	<i>Paired reading Carnegie funding Handwriting club Lexia Lexia core 5 Passport Maths Pre-learning in form for most able (Y7 and 8)</i>	<i>Reading age data(every 10 weeks) Spelling age data(every 10 weeks) Passport reading assessments(every 10 weeks) English and Maths data (80% students below on entry on orange, green or purple by Easter) – 3 times per year</i>
Aspirations –	Ensure that our disadvantaged students have the opportunity to find and consider their talents and ambitions in order that they develop a clear sense of purpose and motivation for their day to day life in school	<i>Drop down of careers service to Y9 Purchase of additional revision resources College visits from Y8 Quality first teaching – expectation and challenge</i>	<i>Student voice NEET levels Attendance Attendance to college days Work scrutiny</i>
Engagement with School and well-being	Ensure that disadvantaged students have an active and valued role within wider school life and are prepared to excel within the school day	<i>Planned opportunity to engage with enrichment of learning across the curriculum Proportional Representation via ambassador/prefect programme and all committees. Purchase of uniform Purchase of stationery Tracking and monitoring of extra-curricular involvement Parental engagement Breakfast club</i>	<i>Student voice Attendance Students integrated fully into revision classes, extra-curricular clubs, trips, ambassador programme in all years.</i>

Monitoring

- The foundations programme will be overseen by K.Lane.
- Every six weeks staff involved will have been required to update relevant information related to impact in these areas .
- The teacher in charge for disadvantaged students' progress will report to governors on this six times per year
- All literacy interventions will be retested after 10 weeks via reading age tests
- All mentoring will be reviewed at the end of the 10 week period
- At the start of the year a database will be used to identify current barriers to learning and current attainment.
- This will be used to identify interventions and spending allocation from a group and individual viewpoint.
- Wider general allocation at the start of the academic year 2017 includes Lexia to support students with standardised reading ages below 85 and/or a score below 100 in reading and GPS in SATS, Passport Maths to support students below 100 in Maths SATS, costs to pay for L3 support 1 hour per day to deliver and oversee this programme, employment of LSAs to support handwriting club for those identified with need in support with motor skills and development of cursive text, employment of a 0.5 Learning Mentor to support progress, attendance and wider engagement with a specified group of disadvantaged students.

Layered support at every level of school

Miss K. Lane	Deputy Headteacher	Overview of all interventions	Is progress of all DA cohorts closing including students in receipt of pupil premium plus? Is the DA gap at least in line with if not better than national? Are there specific patterns of underachievement within subjects or co-horts? What response should we now have to the current data set? Are DA students fully integrated into the wider life of our school? Are phase 3 interventions employed to specifically support the progress of our DA students including those of our HA students?
Miss J.Wright	Deputy Headteacher	Attendance	Is attendance of DA students improving? Is DA attendance in line with national non DA attendance? What response should we now have to the current data set?
Class teachers	n/a	Progress through quality first teaching	Are lessons planned to ensure the highest expectations, confidence and progress of all students including DA students? Are DA students given regular feedback to engage them fully in their learning and to build confidence? What evidence is there that there is a diminishing or closed gap between the progress of DA students and non DA students?

LSAs	n/a	Progress through quality first teaching Well being	Are students able to confidently and increasingly use the skills you support them to use with an increasing sense of independence and confidence?
Mrs K.Finnigan	Assistant Headteacher	Progress through quality first teaching and learning	Is the quality of teaching and learning within school sufficient to close DA gaps to be at least in line with if not better than national averages?
Head of Year	n/a	Wider engagement and wellbeing	Is there a gap in the ATL of students? Is attendance on/above national average or improving? Are parents fully engaged in opportunities to engage with students' life at school? Are remove referrals/rewards in line with non DA students?
Mrs D.Harrison	Finance Manager	Overview of funding allocation	Does the current organisation of funding fully support students in school? What financial response is the school able to make to the current data set?
Librarian	n/a	Wider engagement/literacy	What use do DA students make of the library? Is homework club used successfully by these students? Is the library successfully promoted to these students and their families? Is there a gap between the library usage of DA and non DA students?
J.Bonney	LAC (pupil premium plus) support for literacy and numeracy	Literacy/ numeracy	Is the progress of students involved improving?
K.Lane	Breakfast Club	Wider engagement/wellbeing	Proportion of DA students attending breakfast club? Impact on punctuality and ATL P1? Is this adequately promoted to all DA students?
Mr K.Wright	Assistant Headteacher	Aspirations	Is the ATL of all DA co-horts closing? Are remove referrals and exclusions for this co-hort higher than across school What response is required to the current data set?
Subject leads	n/a	Progress through quality first teaching and learning Wider engagement Aspirations	Is the progress of DA students in line with or above national averages for all cohorts? Is the quality of learning consistently good or outstanding in order to allow for this? Does the curriculum/ extra-curricular provision allow for students to be fully engaged, encouraged and enthused by their learning?
Mrs L.Graves	Pupil Premium Mentor	Aspirations	What progress has your cohort made academically? What progress had your cohort made in terms of attitude and wellbeing? Which students need to remain on your co-hort list? Which students now need to be added to your co-hort list?
Mrs J.Vernon Tinsley	Head of CWRL	Aspirations	Which students/cohorts have accessed specific work related to CWRL? What evidence of impact is there? Which students based on current evidence need further support? Are higher ability DA student aspirations fully supported? What proportion of DA students is NEET? What are the planned/achieved destinations of our DA students?
Miss C.Lloyd	Head of Ambassador Programme	Wider engagement and well being	Which students are accessing the ambassador/student council programme? How have they been coached and supported in this role? How successful have they been in this role? Are there any further opportunities for students at risk of disengagement with school?
Mrs C. Douras/Miss K.Lane	Safeguarding/LAC	LAC/wider engagement and wellbeing	Are LAC students accessing all opportunities within wider school life available to them?