

RANGE HIGH SCHOOL

Quality First Teaching

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” - EEF

- CPD training for all staff on research based teaching methodology including metacognition, feedback, closing the revision gap, differentiation
- Curricular intent, implementation and impact policies, plans and statements lead to a curriculum that is broad and ambitious for all including disadvantaged.
- T&L Group is constituted and becomes a forum for sharing best practice.
- All faculty/subject meetings have T&L as an agenda item.
- Improvement plans at all levels include targets regarding the progress of disadvantaged students.
- Development of PPG Faculty spreadsheets
- Integrate SEN passport teaching strategies onto class charts.

Behaviour Support to close the gap

- Development of Team Room as an alternative to exclusion and reengagement with achievement and progress and to support completion of GCSE courses
- Continue to use off-site provision to support the learning of targeted students
- PPG1st deployment of pastoral support team – learning mentors
- Continue development and implementation of new behaviour policy and training for all stakeholders – Ready, respectful, safe.

Improve motivation of disengaged disadvantaged students

- Disadvantaged students develop their cultural capital through wide participation and access to extra-curricular clubs and events.
- SLT - Student Voice
- Enhanced careers provision & careers mentoring
- Further development of use of Class Charts and the Reward Store
- Develop lunchtime provision – targeted events and clubs.

Study & learning Support Programmes for KS4 students

- Easter revision sessions
- Provision of revision guides
- School ‘Revision Guide Bank’.
- Revise ‘til 5 initiative
- Targeted use of 1:1 tutoring for identified individuals.

DISADVANTAGED DEVELOPMENT PLAN 2019-20

Whole School	HAD	MAD	LAD
Year 7-11	24 (3%)	41 (4%)	49 (5%)

Improve the attendance of disadvantaged students and reduce persistent absence.

- Attendance Manager to work regularly with PP students who are PA or at risk of becoming PA
- Utilise Pastoral Support Team and Learning Mentors to work with identified groups of PP pupils whose attendance is of concern.
- Referrals to school health as appropriate.
- Attendance contracts agreed where appropriate.
- Home visits and parental meetings for disadvantaged students prioritised.
- Mentoring team work with identified group of PP students with attendance concerns
- Attendance displays added to every Tutor Group classroom.
- Attendance module of class charts purchased to allow better tracking, intervention and measurement of impact (also intelligence events and analytics).
- Attendance available to all parents via class charts.
- Targeted early help support.

Catch-up provision for students behind on entry

- Continuation of additional one to one, small group and in-class HLTA tuition, which has led to a significant improvement in the progress of disadvantaged students in Maths.
- Improve reading abilities of all students with accelerated reader.
- Range High Reading Challenge for all pupils and staff
- Develop use of Class Charts to reward positive reading behaviours
- Promote the love of reading utilising the library as a resource

Improve home-school support for disadvantaged students

- Provision of equipment, books, revision guides
- Laptops and internet
- Homework clubs and after-school base for pupils.
- Revise ‘til 5 – KS4
- Hard to reach parents initiative.
- Monitor use of CC for PP cohort. Pastoral team to intervene with FTs. Establish 100% access.

Strategic lead for SLT and building capacity through a wider support teams

- Spread ownership for closing the gap through key academic and pastoral teams
- Pastoral Management team include PP as agenda item at all meetings. Interrogating tracker, CC information and agreeing interventions.