

# RANGE HIGH SCHOOL DISADVANTAGED DEVELOPMENT PLAN 2021-22

## Strategic Leadership

### Strategic leadership and building capacity through wider teams

- Continue development and implementation of new behaviour policy and enhanced pastoral TLR structure (DfE Behaviour Hub) including additional capacity on SLT. New AHoY team become PP 'Champions' and receive EEF training via National Research School programme.
- Employment of full-time SENCo to enable more rapid identification of SEN and effective provision

## Quality First Teaching

### 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, differentiation and reading comprehension
- Curricular intent, implementation and impact policies, plans and statements lead to a curriculum that is broad and ambitious for all including disadvantaged.
- Improvement plans at all levels include targets regarding the progress of disadvantaged students.
- Development of whole school PPG tracker spreadsheets
- Integrate SEN passport teaching strategies onto class charts.
- QFT Groups for providing best practice
- Joint INSET with FHS on reading comprehension strategies

### Reading Comprehension Strategies

- 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

## Targeted Academic Support

### Study & learning Support Programmes (including Catch Up premium)

- Dropped Option Intervention
- After School Sessions
- Accelerated Reader Programme
- Feb/Easter School
- Catch Up Programmes (see separate document)
- School Led Tutoring
- Additional Staffing

### 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 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.
- New attendance service level agreement with Sefton LA

## Wider Strategies

### Improve home-school support for disadvantaged students

- Provision of equipment, books, revision guides
- Laptops and internet
- Support with access to all online platforms and ongoing monitoring of engagement
- Homework clubs and after-school base for pupils.
- Additional Study Programme (ASP) – KS4
- Monitor use of CC for PP cohort. Pastoral team to intervene with FTs. Establish 100% access.

### Behaviour Support to close the gap

- Continue development and implementation of new behaviour policy and training for all stakeholders – Ready, respectful, safe.
- Membership of DfE Behaviour Hubs
- PPG1st deployment of pastoral support team – learning mentors

### Improve motivation of disengaged disadvantaged students

- Further development of use of Class Charts and the Reward Store
- Increased motivation and engagement through extra-curricular participation and Brilliant Club
- Disadvantaged students develop their cultural capital through wide participation and access to extra-curricular clubs and events.
- Enhanced careers provision & careers mentoring