

Statement: Disadvantaged Students at Frome College

(disadvantaged as classified by government)

Frome College recognises that, whilst outcomes have improved for most students, the College needs to do more pro-active work to improve the outcomes for those students who are, or have been disadvantaged (according to government criteria).

These students often (but not always by any means) present complex social, emotional and mental health issues. Self-esteem is often very low and there is a low belief in the education system.

Disadvantaged students also often represent a systemic challenge for the town, with the cycle perpetuating with family members over generations. Some of the lowest income wards in Somerset are located within the town of Frome. Frome College is absolutely determined to break this cycle and give every student the right and ability to be successful.

As an Upper School, Frome College's entry point is Year 9 (13 years of age). Underneath the outward symptoms of personal unrest, lack of focus, low level and more challenging behaviour are the actual causes. Many disadvantaged students have extremely low literacy levels and simply cannot 'access the curriculum' and unfortunately have not done so for some time. There has been a reinforcement of failure which in turns deepens the issue the further.

The College has recently made further improvements and changes which supports many disadvantaged students:

- The SEN / Learning Support department has been 'merged' with Student Welfare and Inclusion to create one team called 'Access to Learning'
- All A2L staff are located in one hub and share crucial information & agreed action
- A clearer graduated response system has been implemented to support students with needs
- This includes the appointment of a new Social, Emotional & Mental Health manager (new post). This SEMH manager will broker therapy and curriculum programmes for disadvantaged students
- This person has line management responsibility for a re-designated Intervention Officer who takes and oversees a number of programmes for disadvantaged students. A number of new programmes include Prince's Trust project work and 'Grow it, Cook it course.
- The SEMH Manager also has line management responsibility for the specialist provision that the College provides for students who are at risk of permanent exclusion. This provision has been totally re-shaped, re-housed and re-launched and is now called 'Aspire'. Again, a new member of staff has been recruited to lead this specialist provision. Many of the students are (for reasons stated above) disadvantaged students. Inclusion statistics are good for the College with a low permanent exclusion rate
- Specific therapy interventions are taking place to get underneath the symptoms that we often find in disadvantaged students, to pro-actively re-engage students
- A number of specific additional literacy and numeracy interventions are taking place with re-trained Teaching Assistants
- A new library co-ordinator (who is an ex-teacher) has responsibility for delivering literacy improvement programmes
- The College is piloting a national Talk-Boost scheme

- For Post 16 students the College has launched a Level 2 'World of Work' (WoW) course. This is in essence a pre-apprenticeship programme that has allowed many students, who would not travel any distance, to access very real training and employability experience. Many of the students on the course are disadvantaged students

However Frome College is determined to get underneath the root cause of under-achievement of disadvantaged students and has launched several new strategies:

- The creation of a new post, that of a Disadvantaged Student Teaching Assistant / Champion. This will give even more capacity to focus on improving outcomes and co-ordinating operational strategies around disadvantaged students
- Learning to Learn sessions for disadvantaged students: Looking at
 - organisational skills
 - revision skills
 - exam technique
 - stress management
- Careers Advice & guidance for all disadvantaged students
 - Aim is to create aspirant intervention discussions in order to raise motivation
 - HT, TB and JS (employability team) carrying out one:one interviews
 - Year 11 first, then roll into other years
 - Discuss career plans & next steps (TB to provide information on Apprenticeships) and open horizons to possibilities
 - Discuss revision plans with Year 11
- 360 degree Pupil Premium Programme: AN organising round table discussions on individual PP students with Heads of Faculty, Heads of House and Welfare Staff
 - GB meet with AN and HT, TB and JS afterwards to evaluate next stages
- Personal action plans for each student
 - Action plans to dovetail in with 360 degree action and Careers Advice interviews
 - Action Plans to be held online and accessible to all staff to record actions
 - Plans held in Access to Learning
- Extended Leadership Team (SLT) internship for a Middle Leader to *help* lead the Disadvantaged Student strategy, bringing additional leadership capacity. This is a Head of Faculty (AN) who reports directly to the Principal
- Staff Working Party created and chaired by AN to focus attention on improving outcomes for PP students
 - Includes raising teachers' expectations of what disadvantaged students can achieve through regular review and aspirational targets
 - Includes looking at strategies in adapting lessons to speed up the progress for PP students (could include setting choice-based home works that engage and enthuse PP students who sometimes feel locked out of the learning)
- Quality Teaching First
 - Strategies discussed with staff in staff meetings and INSET
 - Quality individual feedback (starting with disadvantaged students). Align effort and activity with an outcome. This is the number one most important strategy. Feedback could be written or verbal

- Further training and development offered through the Pick and Mix CPD programme and future staff meetings
- Regular information giving on strategies for disadvantaged students in whole school briefings on Mondays and the Teaching & Learning briefings on Thursdays (mornings)
- Specific Subject Strategies: There are strategies in each of the eight faculties, *such as*:
 - Mathematics: portable digital device technology purchase to support memory learning in mathematics for disadvantaged students
 - English: additional literacy boosters and GCSE support programmes
 - Science: spotlight tracking & intervention on disadvantaged students with a named member of staff
- Individual data target grades for disadvantaged students are being reviewed (too low ? self-fulfilling prophecy)
 - These are being discuss with the student as part of raising aspirations agenda
 - Greater use and analysis to be made of CAT data to support disadvantaged students
- Sixth Form mentoring schemes, to include:
 1. Reading Buddy Scheme: train up 25 sixth formers
 - Carry out reading on Wednesdays / tutor times with their disadvantaged student buddy
 - Available accreditation for the Sixth Former and the student
 - Prize giving ceremony being created
 - UCAS reference for the Sixth Former
 2. Peer Mentoring Scheme
 - University of the First Age to provide training for Sixth Formers
 - Sixth Formers to provide a 'Listening Ears' drop in for PP students. Some students find it easier to talk to a peer rather than a member of staff
- Targeted revision resources: Each disadvantaged student is being checked that they have the appropriate study and revision materials. These will be purchased for the student
- Health & Fitness advice: PE Teacher TC
 - TC has expertise as a personal trainer & coach. TC will look at diet and exercise with disadvantaged students
- PFSA: Parental support: Our PFSA is looking at how we can further support disadvantaged students' families and raise aspiration
- Head of House tracking & monitoring
 - Specific tracking and intervention of PP students at a House level including double, triple and quadruple 'dippers'. War wall. Recorded intervention by H of H
 - Link into CV project (what has the disadvantaged student logged on their CV ?)
- Create the 'Study Space' - Disadvantaged Student Homework club:
 - Students to get a stamp each time attend and prizes given for attendance
- Library: New member of staff is running literacy catch up, book clubs and other strategies, but also to look at creating a safe haven for disadvantaged students at break and lunchtime
- Support Staff weekly mentoring – Adopt a student campaign.

- Training to be provided to a team of support staff
- Aim is to provide a 'lift' for these students, providing a nurturing positive experience, allowing glass ceilings to be broken
- Teaching Staff weekly mentoring: as above, for teachers who may be slightly light on their teaching load, other teachers who have volunteered and SLT
- Behaviour Interventions: Review further the effectiveness of work of the Access to Learning Team;
 - SEMH Manager (AT)
 - Intervention Worker (JL)
 - Aspire (FB)
- Parental Interventions: 'Success Together' is our parental forum where we have scheduled topics for discussion. However these are not regularly attended by families of disadvantaged students. Our PFSA is investigating ways to do this, which may include drop in sessions at parents evenings
- Breakfast Club: This has been created for students in Aspire and some on the Intervention programme. It is being investigated if this can be expanded
- Pupil Premium governor to be appointed
- SLT to discuss individual PP students each week (agenda item)
- Dovetail the disadvantaged student strategy with the existing Year 11 Strategy:
 - This involves the 'levelling' of students into categories 1 – 4 based on their progress towards their academic targets
 - Each SLT member has a link with each House and Head of House and helps to mentor students in those Year 11 tutor groups
 - SLT member AS is in charge of the Year 11 Strategy this year
- Praise Systems to be evaluated
 - Electronic Reward Wall to be investigated
- Transition Arrangements:
 - A new FLP (Frome Learning Partnership) Vulnerable Pupil Champion has taken up post in January 2017
 - There has been much FLP work targeting literacy and vulnerability issues although the College has yet to see this, with high levels of students with low reading scores still entering the College in Year 9
- Participation Activities: Develop self-esteem and belonging
 - Further development of the CCF (Combined Cadet Force) as an example
- Attendance tracking: This happens well now, but greater emphasis to be placed on disadvantaged students
- Work Scrutiny of disadvantaged students work by SLT: Book looks of these students undertaken systematically in SLT meetings