

## Disadvantaged data and action 2016 – Richmond School

### Disadvantaged Data – Year 8 (July 2016)

Year 8 Cohort Size and total number of disadvantaged students:

Disadvantaged	40	17.2%
Non Disadvantaged	192	82.8%

Breakdown of Groups within Disadvantaged students:

	Count	%
Male	22	55
Female	18	45

Dis High PA (Count)	7	18
Dis Mid PA (Count)	20	50
Dis Low PA (Count)	6	15

SEN Status (K or S)	7	18
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Dis & FSM	10	25
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Overall Average Attendance from last Academic Year (%):

Disadvantaged	95.11
Non-Disadvantaged	96.82
<i>Gap</i>	-1.71

Persistent Absentees by group:

Disadvantaged	5	12.5%
Non-Disadvantaged	12	6.3%

Average attendance of Persistent Absentees by group:

Disadvantaged	86.60
Non-Disadvantaged	83.58
<i>Gap</i>	3.02

Disadvantaged Students Making Expected Progress in Maths & English:

<b>Maths</b>	Meeting EP	Meeting BEP
Disadvantaged	75%	48%
Non-Disadvantaged	79%	44%

<b>English</b>	Meeting EP	Meeting BEP
Disadvantaged	48%	30%
Non-Disadvantaged	69%	31%

Key Issues Based on Data:

- A significantly larger proportion of disadvantaged students did not make expected progress in English during Year 7 (48%) when compared to non-disadvantaged (69%)

Key Initiatives/ interventions in response to data

- Sixth form mentor
- Homework club/support
- Home school support – HSS (CM)
- Attendance monitoring/watch/intervention – AO (SH)
- English intervention guidance – JR
- Pastoral support – PM (HB)
- Intervention tracking – LLM (JC)
- Pixl 'The Edge' programme during L4L
- Learning Hub group – Disadvantaged.

## Disadvantaged Data – Year 9 (July 2016)

Year 9 Cohort Size and total number of disadvantaged students:

Disadvantaged	45	18.0%
Non Disadvantaged	205	82.0%

Breakdown of Groups within Disadvantaged students:

	Count	%
Male	25	56
Female	20	44

Dis High PA (Count)	9	20
Dis Mid PA (Count)	19	42
Dis Low PA (Count)	11	24

SEN Status (K or S)	14	31
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Dis & FSM	17	38
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Overall Average Attendance from last Academic Year (%):

Disadvantaged	90.91
Non-Disadvantaged	95.96
<i>Gap</i>	-5.05

Persistent Absentees by group:

Disadvantaged	15	33%
Non-Disadvantaged	15	7%

Average attendance of Persistent Absentees by group:

Disadvantaged	81.38
Non-Disadvantaged	84.33
<i>Gap</i>	-2.95

Disadvantaged Students Making Expected Progress in Maths & English:

<b>Maths</b>	Meeting EP	Meeting BEP
Disadvantaged	69%	36%
Non-Disadvantaged	76%	49%

<b>English</b>	Meeting EP	Meeting BEP
Disadvantaged	44%	13%
Non-Disadvantaged	56%	20%

Key Issues Based on Data:

- Average attendance of disadvantaged students is significantly lower than that of non-disadvantaged (-5.05); the large proportion of disadvantaged persistent absentees have an impact on this figure.
- A higher proportion of disadvantaged students do not meet the EP and BEP in English.

Key Initiatives/ interventions in response to data

- Sixth form mentor
- Home school support – HSS (CM)
- Pastoral support – PM (CH) Intervention tracking – LLM (JC)
- Attendance monitoring/watch/intervention – AO (SH)
- Homework club/support – with sixth form help
- Maths and English intervention in guidance
- Learning Hub group – Disadvantaged.
- English advisor visit – KS3 mixed ability and other recommendations

## Disadvantaged Data – Year 10 (July 2016)

Year 10 Cohort Size and total number of disadvantaged students:

Disadvantaged	39	15.9%
Non Disadvantaged	206	84.1%

Breakdown of Groups within Disadvantaged students:

	Count	%
Male	21	54
Female	18	46

Dis High PA (Count)	4	10
Dis Mid PA (Count)	11	28
Dis Low PA (Count)	21	54

SEN Status (K or S)	10	26
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Dis & FSM	13	33
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Overall Average Attendance from last Academic Year (%):

Disadvantaged	91.65
Non-Disadvantaged	95.32
<i>Gap</i>	-3.67

Persistent Absentees by group:

Disadvantaged	9	23%
Non-Disadvantaged	21	10%

Average attendance of Persistent Absentees by group:

Disadvantaged	77.05%
Non-Disadvantaged	80.20%
<i>Gap</i>	-3.14

Disadvantaged Students Making Expected Progress in Maths & English:

<b>Maths</b>	Meeting EP	Meeting BEP
Disadvantaged	69%	38%
Non-Disadvantaged	77%	59%

<b>English</b>	Meeting EP	Meeting BEP
Disadvantaged	46%	18%
Non-Disadvantaged	42%	15%

Key Issues Based on Data:

- A large proportion of disadvantaged students are low prior attainers.
- Fewer disadvantaged students are making EP and BEP in English, compared to the progress made in Maths, however there is little discrepancy between disadvantage students and non-disadvantaged students in English

Key Initiatives/ interventions in response to data

- Homework room – KS4
- Pastoral support – PM (MH) Intervention tracking – LLM (SW)
- Attendance monitoring/watch/intervention – AO (SH)
- Learning Centre support with study skills – DC/SEN
- Home school support – HSS (CM)
- Learning Hub group – Disadvantaged.
- GCSE POD

## Disadvantaged Data – Year 11 (July 2016)

Year 11 Cohort Size and total number of disadvantaged students:

Disadvantaged	39	16.1%
Non Disadvantaged	203	83.9%

Breakdown of Groups within Disadvantaged students:

	Count	%
Male	15	38.5
Female	24	61.5

Dis High PA (Count)	12	30.8
Dis Mid PA (Count)	19	48.7
Dis Low PA (Count)	5	12.8

SEN Status (K or S)	3	7.7
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Dis & FSM	13	33
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Overall Average Attendance from last Academic Year (%):

Disadvantaged	91.72
Non-Disadvantaged	95.78
Gap	-4.06

Persistent Absentees by group:

Disadvantaged	16	41.03%
Non-Disadvantaged	18	8.87%

Average attendance of Persistent Absentees by group:

Disadvantaged	84.03%
Non-Disadvantaged	82.66%
Gap	+1.37

Disadvantaged Students Making Expected Progress in Maths & English (Based on PP at Y10 AH6):

Maths	Meeting EP	Meeting BEP
Disadvantaged	92%	49%
Non-Disadvantaged	92%	60%

English	Meeting EP	Meeting BEP
Disadvantaged	79%	33%
Non-Disadvantaged	35%	39%

Key Issues Based on Data:

- Disadvantaged students are significantly more likely to be persistent absentees, with 41% of disadvantaged students falling into this group compared to 9% of non-disadvantaged.

Key Initiatives/ interventions in response to data

- SLT/staff mentoring
- Home school support – HSS (CM)
- Pastoral support – PM (JP) Intervention tracking – LLM (SW)
- Attendance monitoring/watch/intervention – AO (SH)
- GCSE POD
- Resources support – revision guides, trips, and transport.
- Priority Maths/English intervention
- Homework room – KS4
- Learning Hub group – Disadvantaged.