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## **Disadvantaged Funding**

(as at November 18)

### **Income**

2011-12	101 pupils @ £488 = £49,288
2012-13	146 pupils @ £630 = £91,980
2013-14	166 pupils @ £935 = £155,210
2014-15	166 pupils totalling £170,287
2015-16	205 pupils totalling £192,387
2016-17	193 pupils totalling £191,944.27 (CLA £24,700, Services £6,300, Disadvantaged Funding £157,080, Summer CLA £1,574, Autumn CLA £2887.77, Additional Disadvantaged Funding £1,870). Last updated: May 2017.
2017-18	194 pupils totalling £185,975 (CLA £26,600, services £5,100, FSM 6 £154,275)

To be reviewed summer 2019

### **Use of the Disadvantaged Funding**

The school has followed guidance provided by EEF as to how the Disadvantaged Funding can be used most effectively to raise achievement and improve progress. All of the activities listed have been used in the past and the majority are in use currently. This will be required at the end of every half-term. The Disadvantaged Funding Lead in school is the Pastoral Deputy, Disadvantaged Funding Governor is Sue Temple and Gill Foster (DSL) oversees CLA.

### **What we seek to achieve with Disadvantaged Funding**

The Nelson Thomlinson School (NTS) uses Disadvantaged Funding with the aim of overcoming the barriers to learning many of these pupils face. Whilst we have focussed on narrowing the attainment gap between pupils in receipt of Disadvantaged Funding and the rest of the cohort, and have exceeded both National and Cumbria thresholds, our attention turns to Progress 8 measures. Reduction of persistent absence of the Disadvantaged Funding group is an area of focus whilst overall disadvantaged pupils achieved attendance of 95.8% in 2015-16; this stood at 95.6% in the last academic year.

### **The School's Context**

NTS is situated some 11 miles from Carlisle. The community is predominantly rural with farming families in attendance at school. Employment opportunities in the locality for many of our parents (within the town) are represented by Innovia Films and this can lead to an inward-looking community



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with low aspirations. Just under 700 children are bussed into school each day from outlying villages and out-of-catchment areas; of this 700, 80 are in receipt of Disadvantaged Funding and provision is made for these pupils and referenced below. There are less than 3% of the total pupils on roll from ethnic groups in NTS. The School's appearance can mask the issues which are prevalent in Wigton such as the increase in criminal and anti-social behaviour in the town, partly due to the closure of the local police station, the nearest now being some 30 miles away.

In 2015-16 attainment was above the national average for the whole school and disadvantaged pupils. Overall school attendance (95% in 2015-16) is within national parameters. However, persistent absence for disadvantaged pupils exceeds the newly adjusted, national threshold.

In 2015-16, of the 148 pupils with attendance below 90%, 42 were disadvantaged pupils, a reduction of 10 from the previous year. Various interventions were used with these pupils and the current cohort are closely monitored to ensure a narrowing of this gap.

In 2016-17, school attendance was 95.2% and that of the disadvantaged cohort was 95.6%.

In the last academic year school attendance was 94.37%.

FEX figures for NTS are broadly in line with national averages but in 2014-15 the number of FEX issued to Disadvantaged Funding pupils exceeded this threshold; specific circumstances have been attributed to this cohort. Whilst the FEX figures for the whole school remain consistent with previous years, the number of Disadvantaged Funding pupils in receipt of a FEX reduced in 2015-16 (9 of the 62 FEX were Disadvantaged Funding pupils). Of the 74 FEXs in academic year 2016-17, 6 were disadvantaged pupils.

In 2017-18, 16 of the 84 FEXs were attributed to disadvantages pupils.

### **Barriers to Learning for pupils on Disadvantaged Funding**

This is based on knowledge of our pupils' backgrounds due to strong pastoral links, liaison with external agencies in the community including Barnardos, Young Carers, Prevent and Deter Community Police, Social Care, Inspira, the School Nurse and baseline assessments in NTS.

The following inward and outward barriers to learning have led to the interventions we have put in place.

**1** poor literacy skills, **2** poor parenting, **3** limited access to language, **4** poor attendance, **5** low aspirations, **6** low expectations, **7** narrow experience of life outside school – travel, education, employment opportunities, **8** unemployment in the family, **9** financial pressures, **10** police involvement in the family, **11** lack of extra-curricular opportunities in the town, **12** bereavement, **13** mental health issues in the family, **14** the need for pupils to be Young Carers, **15** lack of familial discourse, **16** issues surrounding parental control out of school, **17** the mono-culture issue in the area, **18** Child Protection issues.



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## **School Development Plan 2018-19**

### **Mental Health Awareness**

Mental health issues in school are prevalent in the news and we have identified this as a barrier to learning. All staff have received INSET on Mental Health Awareness in September and this was delivered to Years 10-13 in addition to a parental sessions which was attended by more than 100 parents. Mental Health First Aid courses have been completed by a number of pastoral staff. MIND will provide further INSET in January to staff and students. Supported study in Year 12-13 have yielded information which provide the pastoral team with a focus for the year.

2T – Tutoring and individual discussions with pupils have been positively recorded by pupils across KS3 and 4.

### **EQ+**

A focus on emotional intelligence should be beneficial in tackling limited access to abroad vocabulary and oracy issues. All pupils are encouraged in class, form and around school to improve various aspects of EQ. EQ champions are working with team of 22 teachers to promote aspects of emotional intelligence which can be cascaded to peers in school.

### **Use of Disadvantaged Funding**

The School has used and is using Disadvantaged Funding in a range of ways to tackle the barriers to teaching we feel exist in NTS but also, follow guidance provided by EEF. Of the 18 barriers to learning, as listed above, those identified as being relevant to our intervention strategies are given in brackets in the intervention columns below.

<b>Intervention</b>	<b>Details</b>	<b>Impact</b>
Data tracking that identifies the gaps (1, 3, 4, 5)	Used rigorously across school and identifies <u>all</u> under-achieving pupils. Subsequent interventions are based on under-performance and other factors (pastoral) that contribute.	<p>Heads of Year intervene with progress issues with the focus on disadvantaged acting as mentors. Form Tutors regularly discuss with pupils to determine the best way forward. Pupils feel supported and guidance is strong. This is qualified by parental questionnaire results.</p> <p>No. of Y7 pupils on paired reading = 38 in Sept, reducing to 24 by December.</p> <p>A small number of pupils receive 1-to-1 TA/STA support through LS to work on a range of barriers.</p>



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<p>Restructuring of Pastoral System in NTS. A static Head of Year 7, 3 new Assistant Heads of Year – <b>(2, 4, 5, 6, 7, 12, 14, 15, 16, 17)</b></p>	<p>A static Head of Year 7 is in place to ensure consistency in transition from the 30+ primary feeders. The mantra “get your improvements in early” is consistently adhered to.</p> <p>Increased pastoral support to mentor pupils facing pastoral issues and those not making sufficient progress</p> <p>These issues are an all Pastoral meeting agenda and discussed in monthly line management meetings with the Pastoral Deputy.</p>	<p>Increased availability Heads of Year, Assistant Heads of Year, to mentor, investigate and intervene with pupils</p> <p>Interventions tailored to specific needs of pupil.</p> <p>Improved communication with family - borne out by parental questionnaire and verbal feedback.</p> <p>Form Tutors discussing progress targeted individuals from Single Intervention Sheet.</p> <p>2T - Tutoring</p>
<p>House System introduced September 2016 <b>(3, 5, 6, 7, 11, 15)</b></p>	<p>All pupils/staff attached to one of four Houses. Years 7 – 13 grouped together as a House whilst retaining a Year Head system.</p> <p>House Captains mentor younger pupils, assisting with organisation of House activities.</p>	<p>Strengthening of School traditions (House System existed in the past) and ethos.</p> <p>Increased opportunities for participation in a range of activities in addition to extra-curricular scheme.</p> <p>Improved knowledge of pupils by other pupils has led to increased support and guidance – evidence through House Activities</p>
<p>Continuing Professional Development provision for all staff to ensure effective teaching and learning. <b>(Various)</b></p>	<p>A specific PD Department consisting of teachers recognised for their excellent teaching skills which can be transferred generally to all staff.</p> <p>Teaching and Learning forms an integral part of School Development Plan.</p>	<p>In 2015-16, 51% of lessons were judged to be outstanding, 44% good, 5% R1. This is based on SMT and HoDs formal lesson observations.</p> <p>In 2016-17, CPD programme borne out of rigorous performance management. CPD programme which fits into School Development Plan and department planning. Parent’s feedback on quality of teaching very positive.</p> <p>Ofsted 2013 rated Teaching and Learning outstanding. 4T provision</p>



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		<p>is to increase levels of challenge for pupils to combat low aspirations.</p> <p>Strong teachers placed on key groups/intervention groups.</p> <p>Support staff, particularly TAs, are highly trained and understand their role in improving pupil progress.</p> <p>Teachers focus on the needs of each learner rather than relying on interventions – data tracking and strong pastoral care supports this.</p>
<p>Strong Careers information, advice and guidance (2, 4, 5, 6, 7, 8, 10, 18)</p>	<p>IAG Officer in place. Early intervention with specific groups</p> <p>Work experience organised for SEN/disadvantaged groups.</p> <p>Online resources available, mock interviews, work ready day, one-to-one interviews, post-16 information sessions.</p> <p>Careers talks from external organisations, organised visits to college open days for those without the means to go in their own time.</p> <p>Home visits for HTTS, School refusers.</p>	<p>Ofsted survey of 2015 supported effectiveness of careers, information, advice and guidance.</p> <p>NEET figures are below national average.</p> <p>Feedback from pupils is very positive and feel supported.</p> <p>Feedback from work placements is positive with some pupils securing part-time posts of work after school.</p> <p>This ensures that all pupils and especially disadvantaged make informed decisions about their courses and are well prepared for their lives beyond 16.</p>
<p>Literacy Support (1, 3)</p> <p>This is a whole school area of focus.</p>	<p>All children are tested for reading and spelling upon arrival into NTS – 10 years 6 months is the benchmark.</p> <p>Reading ages for all pupils on SIMS for teachers to reference.</p> <p>All pupils complete a comprehension/written exercise on arrival in Year 7.</p>	<p>In September 2017, 51 pupils in Year 7 required support with spelling, 8 of which were disadvantaged.</p> <p>By Christmas, 37 no longer required this; this included 8 disadvantaged pupils.</p> <p>Reading intervention for the current Year 7 was given to 38 pupils, 8 of which were disadvantaged.</p>



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	<p>CPD on literacy is provided on a regular basis in staff briefing and Inset.</p>	<p>By Christmas, 16 no longer required this, 6 of whom were disadvantaged pupils.</p> <p>For disadvantaged pupils with literacy difficulties support centres in Form and intervention through TA/HLTA to help remove this barrier to learning.</p> <p>Further testing will take place in June every year.</p>
<p>Targeted Support for Pupils (1, 3, 5, 6, 9)</p>	<p>Differentiation is an expectation of all teachers.</p> <p>4T challenge includes support for those in need.</p> <p>Tailored, individual support is provided across the curriculum as needed. Staff take responsibility for determining the additional resources that pupils need in order to achieve.</p> <p>Appropriate requests for resources are met quickly by the funding to allow pupils to make progress.</p>	<p>Funding spent on “Live-n-Learn” mindset/prep for exams. Pupils Voice indicates 100% positive feedback, plus gained strategies to be exam ready, e.g. “Learned to organise time and manage a revision plan”.</p> <p>Funding spent on SAM Learning; Online revision tool.</p> <p>Selective use of learner-appropriate courses (ELC, CoPE, BTEC L1 Workskills) to support a success culture more valued than Grade G at GCSE by parents, pupils and local employers. Low NEET % proves his approach is correct. See RAISE Online</p>
<p>A full range of educational experiences (5, 7, 11, 17)</p>	<p>Support is given to ensure pupils have full access to broaden educational experiences such as school trips, competing in sporting events, attendance at career events, open days.</p> <p>Activities Day is funded by the School.</p> <p>Music equipment/lessons provided to disadvantaged pupils.</p>	<p>All pupils participate in activities broadening their horizons and adding to their life experiences.</p> <p>Activities Day   £7,800.00</p> <p>Computers       £647.32</p> <p>Equipment       £77.56</p> <p><u>Music</u></p>



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	Support for a range of equipment, kit, resources for lessons and uniform is provided.	<p>Lessons           £5,956.45</p> <p>Exams             £130.50</p> <p>Transport       £16,675.00</p> <p><u>Trips</u></p> <p>Residential   £11,978.00</p> <p>Day               £751.50</p> <p>Uniform           £67.69</p>
Improve PA figures for disadvantaged pupils (2, 4, 5, 6, 10, 13, 14, 16)	<p>Full-time Attendance Officer in place.</p> <p>Close liaison with LA Inclusion Officer and OME.</p> <p>Close monitoring of PA figures for all pupils and focus on Disadvantaged Funding.</p> <p>Interventions in place and documented to reduce figures.</p> <p>HM meeting with some families to improve attendance.</p> <p>Attendance levels for disadvantaged pupils checked and acted upon.</p> <p>Systems in place to make early identification of issue and need.</p>	<p>In at February 2017 attendance for disadvantaged pupils Yrs 7-112 stands at 95.8% which is above that of the rest of the School.</p> <p>In 2017 of the 76 disadvantaged pupils bussed into School, 52 have attendance in excess of the test of the cohort, 8 of which are 100%.</p> <p>At Easter 2017 attendance was 95.6% for Years 7-13 pupils receiving Disadvantaged Funding.</p>
Effective Feedback (5, 6)	<p>Adherence to AfL best practice continues through CPD and wider staff Inset.</p> <p>Robert Powell Inset delivered on feedback and feedforward to all staff.</p>	<p>Department use feedback (verbal and written) to provide pupils with a clear way forward to make further progress.</p> <p>Parental questionnaire reflected parents felt this was happening across the school.</p>



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	<p>Regular half termly mark scrutiny checks by HoDs and SMT to check various aspects of marking and quality of feedback.</p> <p>Best practice shared with HoDs.</p> <p>Pupil Voice on marking and feedback held by SMT/HoDs.</p>	<p>Evidence from mark scrutiny shows pupils act upon feedback.</p> <p>Pupil Voice supports the fact they are clear on how to improve their work to make further progress.</p>
<p>Facilities for Supported Self Study (3, 7, 9, 10, 13, 14)</p>	<p>To even out the barriers that pupils face on Disadvantaged Funding.</p> <p>This includes homework club which is supervised and includes access to ICT facilities.</p> <p>Lunchtime homework club in LSD.</p> <p>Laptops available to pupils who are unable to access them at home.</p> <p>Netbooks provided for LSD who will prioritise disadvantaged pupils.</p> <p>Course books, revision guides, stationery provided.</p>	<p>Disadvantaged pupils are able to access full range of resources after school.</p> <p>Supported home study to enable research activities, completion of course work.</p> <p>The sentiment that a level playing field has been achieved in this comprehensive environment and disadvantaged pupils feel able to access all areas of the curriculum.</p>
<p>Metacognitive Strategies</p> <p>Y9 Complete Learner Programme</p> <p>Improving Attitudes Programme (3, 5, 6)</p>	<p>A scheme devised to increase pupil understanding of how they learn in lessons. A reflective process to enable pupils to recognise when and how they learn effectively.</p> <p>Pastoral mentoring for pupils highlighted as having a below par AtL grade which has remained static over time. An</p>	<p>Pupil Voice following the programme has been positive and since its inception some two years ago the discourse in school is about learning, not teaching. This has been evidenced through pupil interviews and daily interactions.</p> <p>Average AtL grades have improved (this academic year) for 44% of the pupils involved. Pupil feedback</p>



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	8 week programme to build team skills and improve self-esteem heightens aspirations.	about the programme has been positive.
Transport Assistance (9)	Parents of disadvantaged pupils are offered financial support to improve attendance of this group.	
Revision Skills Sessions (2, 5, 6)	Pupils and parents identified from data tracking are invited into school for a Revision Skills Seminar – Year 11 parents of disadvantaged pupils were invited as a matter of course. This was hosted by SMT.	The take up rate was 25 of the 40 families invited, attended.
Pastoral Mentoring (2, 3, 4, 5, 6, 11, 18)	Disadvantaged pupils requiring pastoral/academic intervention received one-to-one mentoring.	Referrals for Pastoral mentoring are through SENCO/HoYs.  Parental feedback for these pupils has been very positive.  Behaviour of children working with Mr Schultz has improved.
School Nurse Provision (2, 4, 12, 13, 14, 15, 18)	The NTS School Nurse works three days a week.  Pupils are referred via HoYs and disadvantaged pupils are prioritised. Close links with health professionals have been established.  Drop-in clinics in place for 3 lunch-times per week.	Mental health signposting is in place.  Targeted health and well-being advice is available to pupils.  Pupil and parental feedback is very positive.  Local GPs have given positive feedback.  Resilience and self-esteem workshops planned.

## **Transition Support Information**

### **Transition from Year 6-7**

The Heads of Year 7 and support staff liaise with all 42 feeder schools using a transfer form agreed on by other schools in the CSLC. In addition, NTS enquires about the disadvantaged status of incoming pupils and if the current school believes there is a need for transition support over and above that which the



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school has in place. Visits are made and all new pupils have the opportunity to speak with the Year 7 staff. Primary school staff are asked a series of questions and invited to share social, emotional and academic information which may ease the transition process.

Supplementary induction sessions have been arranged in the past for disadvantaged pupils and we are happy to continue to offer additional visits/lessons for those pupils in need of this support.

The SENCO works very closely with the primary school and external agencies who may be involved and provides a thorough transition process ensuring the needs of the pupil are fully recognised, views of parents/carers taken into account and all staff briefed as to how these needs will be met in NTS.

Plans are in place to incorporate 'Developing Healthy Minds' into the curriculum. The School Nurse has worked on this with small groups and individuals over the last academic year. She will deliver aspects of this to Year 10 in a forthcoming Citizenship session. The incoming Year 7 will begin the programme in the autumn term and we plan to incorporate this into the Primary Transition Programme over the next year.

Feedback from pupils and parents has been very positive and we will continue to collate their views, taking any comments into account and seeking to improve the transition further.

### **Transition from Year 9-10**

Months of guidance ensue before the options process being, this is with all pupils in the school. Meetings with Form Tutors are lengthy and involve Head of LSD to identify the vulnerable learners who would benefit from an alternative/tailored curriculum. The cohort of those deemed in need of personal guidance have further input from LSD department who meet with parents.

Careers provision (available from the full time IAGO) is involved in Year 9 lessons, assemblies and holds One-to-One appointments with pupils in need of additional guidance.

Deputy Head for Curriculum holds an evening event for parents and extended assembly for Year 9; the focus of this is curriculum and the options process.

All pupils have individual meetings with the Form Tutor.

Once option sheets have been returned and anomalies are followed up by Deputy Head for Curriculum personally with pupils and or parents.

### **Transition from Year 11-12**

The prospectus is disseminated at the turn of the year when the mock results are available. An extended assembly outlines the curriculum offer/study programme and an introduction to Sixth-Form life which involve current students. Subject teachers discuss suitability of applications with individual pupils and Form Teachers hold individual discussions with pupils.

There is involvement from the town's largest employer (as with Year 9).



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Careers guidance through assemblies and PSHRE is delivered to all pupils with individual interviews are frequent with unbiased and independent advice regarding Sixth Form, apprenticeships and other training or employment options.

The Sixth-Form team hold individual interviews with prospective students whose educational needs are discussed at length.



**Disadvantaged Funding (DF) Impact**

KS4 Measure	2016-17		2017-18	
	Cohort	DF	Cohort	DF
Total Numbers	212	31	182	30
Average Attainment 8 Figure	50.66	41.13	50.16 (provisional)	39.44 (provisional)
Progress 8 Score	0.10	-0.21	0.11 (provisional)	-0.40 (provisional)
FEX figures (Whole school)	74	6	85	16
Attendance until 31 <sup>st</sup> May (Whole school)	95.3%	95.1%	94.37%	91.4%

as at November 2018