

Provision and Procedures for Disadvantaged Students at David Nieper Academy

Needs Analysis

Data from previous school providers, induction days and a Transition Summer School are used to enable disadvantaged students to make a smooth transition between schools.

All disadvantaged students sit a baseline assessment (CATS) on arrival at David Nieper Academy to determine potential gaps and to allow early intervention.

David Nieper Academy captures student progress data four times a year (Assessment Points). Teachers, Heads of Faculties, Progress and Attainment Leaders as well as Senior Leaders analyse the data to identify the need for and devise interventions.

All disadvantaged students are mentored by Student Support Managers and additional needs are being identified through Attitude Towards Learning data, attendance data and mentoring conversations.

Close collaboration between David Nieper Academy and parents particularly at Parents' evenings enable to further personalise the provision for disadvantaged students.

Provision

Disadvantaged students are identified in teaching files and seating plans and careful consideration is paid to these students when teachers plan lessons.

Depending on the needs of the individual student, small group or 1:1 support is provided mainly in core subjects through the deployment of HLTAs/TAs.

Additional revision material is made available in form of revision guides and other learning material.

All disadvantaged students are provided with a My Maths account. This programme is used both in lesson, as a resource for revision after school hours and as homework tool. My Maths offers students an additional opportunity to revisit topics and work on exam questions.

Accelerated Reader is being used to improve the accessibility of the curriculum for disadvantaged students through improving their reading ages. Students have an allocated time slot each week during form time and if necessary after school supervised by HLTAs/TAs.

A number of additional academic interventions are put in place should students not progress at the expected rate.

The number of form groups has been increased to allow for smaller form groups with an aim to build self-esteem and to focus on transition matters.

All disadvantaged students receive support through their respective Student Support Manager. Student Support Managers meet with disadvantaged students to discuss academic progress, attendance and set aspirational targets.

All disadvantaged students have access to timetabled enrichment activities to broaden their experiences to enhance self-awareness and to raise aspirations.

David Nieper Academy subsidises educational trips for disadvantaged students to enable them to participate in educational trips to enhance their learning experience and to maintain high levels of engagement.

Overcoming barriers to learning and full engagement in the educational offer at David Nieper Academy recognised through the extensive rewards system. The specific barriers and challenges for disadvantaged students are considered when rewards are awarded.

Measuring Impact

Attendance rates of disadvantaged students are monitored on a daily, weekly and half termly basis by form tutors and Student Support Managers. They feed into the conversations at Form Time and during mentoring sessions.

Attitude Towards Learning data is monitored on a daily, weekly and half termly basis by Student Supports Managers, Progress and Attainment Leaders and Senior Leaders.

David Nieper Academy captures progress data during four Assessment Points. Teachers, Heads of Faculties, Progress and Attainment Leaders and Senior Leaders monitor carefully the progress of disadvantaged students and the effectiveness of their provision. Adjustments are made accordingly.

The usage of My Maths is being monitored and its impact is evaluated at each Assessment Point by the Head of Faculty in Maths.

Improvements of reading ages are captured every term and teaching staff amend their annotated seating plans to plan their provision accordingly.

The impact of the funding for the social well-being of disadvantaged students is monitored by Form Tutors and through the outcomes of mentoring meetings, attendance and behavioural data.

Annual exam data and progress data as well as ongoing assessment determine the allocation of the funding for disadvantaged students, its adjustments as well as the planning for the distribution of the funding for the following academic year.