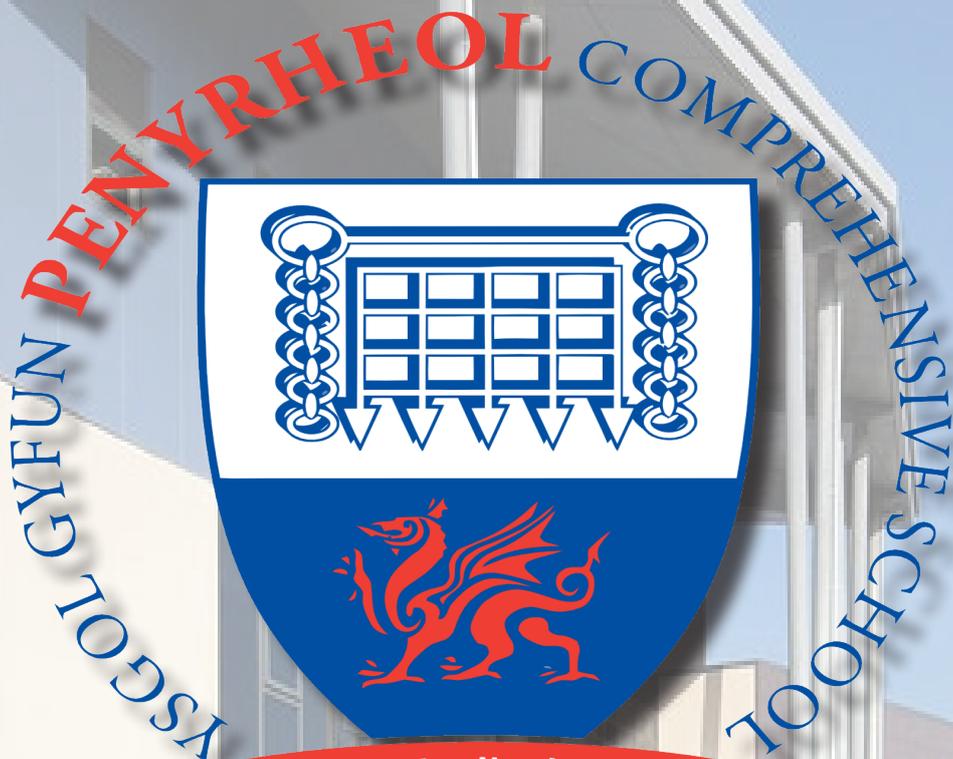


# Penyrheol Comprehensive School



To Achieve You Need To Believe  
I Lwyddo Rhaid Credu

## Pupil Deprivation Policy



## Introduction

One of the priorities set out by the Welsh Government for improving educational outcomes for learners in Wales is to reduce the impact of deprivation on educational outcomes.

*“Tackling poverty is at the heart of what the Welsh Government wants to achieve and a key part of this will be breaking the link between where a child grows up and what they achieve at school.”*

**Huw Lewis – Education Minister, Wales.**

Deprivation is a wider concept than poverty. Poverty means a lack of money. Deprivation refers to wider problems caused by a lack of resources and opportunities. Therefore, the Welsh Index of Multiple Deprivation (WIMD) is constructed from eight different types of deprivation. These are:

**Income, housing, employment, access to services, education, health, community safety and physical environment.**

In calculating the WIMD, Wales is sub-divided into many ‘super-output areas’. An area itself is not deprived; it is the circumstances and lifestyles of the people living there that affect its deprivation rank. It is important to remember that not everyone living in a deprived area is deprived and that not all deprived people live in deprived areas.

At Penyrheol, our view is that all pupils should be given the greatest opportunity to succeed no matter what their socio-economic background. We are using the Pupil Deprivation Grant (PDG) to provide opportunities for all pupils to reduce the gap in achievement. The PDG is used to provide support for pupils with free school meal entitlement (FSM), looked after children (LAC) and those that are identified through the year team as in need linked to deprivation.

Penyrheol ensures that all data related to the achievement gap between FSM and non-FSM pupils is made available to all teaching, support and associate staff so that staff can track and target the appropriate pupils to ensure that they achieve their full potential.

The Sutton Trust toolkit has been an important source of information and advice to enable us to select the most effective strategies to implement to reduce the achievement gap between FSM and non-FSM pupils. The toolkit is based on extensive research into the most effective strategies that have been used to improve the achievement of FSM pupils and the relative costs of implementing these strategies.

The strategies that have come out as the most effective in improving performance, according to the Sutton Trust toolkit are: Metacognition and self regulation, Peer tutoring, One to one tuition, Collaborative learning, Behaviour interactions, Digital technology and Social and emotional learning.

As a result of the importance of context, it is crucial to use the toolkit alongside on-going evaluations of the impact of the decisions made, to ensure that the approaches being used are having the desired effect. Finally, it should be noted that the evidence summarised in the Toolkit takes educational attainment as its primary measure. Most of the measures used are traditional measures of attainment such as curriculum tests and examinations. At Penyrheol, we will judge outcomes for FSM pupils in a much wider way, including attendance, behaviour, well-being and achievement outside formal learning, while maintaining the central importance of attainment.

## Teaching and Learning

All teaching staff at Penyrheol must identify the FSM pupils in each class that they teach, be aware of who they are when teaching and paying particular attention to their progress through the SIMS tracking system to ensure that they achieve their potential. It is important that early intervention takes place to prevent social or economic causes from preventing these pupils from progressing; this could be through adapted teaching approaches, discussions with parents, referral to the pastoral team for additional support or providing financial assistance to provide learning and revision materials.

## Mentoring

All pupils at Penyrheol are tracked through SIMS to monitor performance. Mentoring is put in place by the Key Stage Manager if underachievement is identified. Particular attention will be paid to pupils who are FSM, LAC or identified by the year team as in need linked to deprivation. These pupils may be mentored by the Key Stage Manager, Head of Year, Pastoral Assistant, Form Tutor or a member of the Senior Leadership Team. This is to ensure that their academic progress is not limited due to a lack of resources or opportunity to succeed. Personal and social needs are also addressed through the pastoral team, where pupils can be referred to the school counsellor, youth service and educational psychologist.

Additional 'soft' mentoring is carried out by the Pastoral assistants linked to each year team, which is particularly effective for vulnerable pupils within the year group.

## Financial support

Each parental request or school referral for additional funding will be considered on an individual basis and a decision will be made based upon the following criteria:

- \* Knowledge of the family circumstances
- \* Importance of the items or experience
- \* Existing funds within the PDG.

Whenever a reasonable request or referral is made, providing that funds remain, every effort will be made to meet the needs of the young person either in full or in part. If any member of staff believes that a pupil is missing out or not reaching their potential as a result of deprivation, they should make a referral to the relevant Pastoral Assistant, who will further investigate the matter and make a recommendation to the Headteacher and/or Business Manager.





## Further Provision

One of the most important factors in young people achieving their full potential is that parents of all pupils have high aspirations for their children and are an integral part of their educational development. This is particularly important for FSM pupils, because in some cases their parents may lack the knowledge and understanding of how to provide effective educational support for their child(ren). Penyrheol provides a Parental Guide on how parents can help their child(ren) to develop in each subject area.

In conjunction with this Penyrheol identifies FSM pupils through tracking in SIMS and offers Easter revision sessions, after-school classes and a Summer School for pupils who are underachieving. The Summer School includes recreational activities to develop team working skills and build on social skills, along with additional literacy and numeracy teaching to ensure that pupils are at a standard that is expected of their ability.

## Uniform

At Penyrheol we believe that a school uniform has a number of important benefits. It is designed to be practical, making it easy for pupils to carry out the learning activities that they undertake in school. Having a uniform means that pupils don't have to think about what to wear when they get up for school. It also provides a degree of equality between pupils, preventing clothing becoming a fashion statement or an attempt at one-upmanship. Finally, it allows pupils to be identified as pupils of Penyrheol Comprehensive School. This is important when they are representing the school on trips, but also when they are in the community, coming and going from school.

FSM pupils already receive a uniform grant for Year 7. However, if during any school year there are items of school uniform that need replacing the PGD can provide money towards items such as: school sweatshirt, polo top, school trousers/skirt, school shoes, trainers and PE kit. These items will be provided once during a school year where a reasonable request or referral is made and it is the responsibility of the parent/guardian to ensure that these items are worn to school and are kept in good condition.

## Equipment

Essential school equipment is required for a pupil to perform at their best during all lessons. Therefore it is vital that all pupils have the following equipment: a school bag, pencil case, pens, pencils, colour pencils, protractor, a calculator and revision materials for GCSE courses. These can be provided through the PDG. These items will be provided once during a school year where a reasonable request or referral is made and it is the responsibility of the parent/guardian to ensure that these items are brought to school and are kept in good condition.

## Trips

School trips enrich the learning of pupils outside of the classroom. Parents may be asked to make a contribution towards the cost of trips that are not a direct part of a programme of study or GCSE course, or which take place during Activity Day(s). These can be part/fully funded through the PDG where a reasonable request or referral is made. This would normally exclude trips that are of a wholly recreational nature.