

Archbishop Beck Catholic College



Disadvantaged Pupil Policy

Physical Education Department

How is the progress of Disadvantaged students monitored within the department?

The PE department has a clear understanding of the identification of disadvantaged students within the college using relevant data. Students are clearly identified on registers and seating plans and IEP's are referred to. Disadvantaged students are vigorously monitored both through formative and summative assessments within our curriculum. The performance of disadvantaged pupils is tracked via analysis of data on SISRA and strategies are then implemented to ensure they reach their full potential.

Strategies used within the classroom for Disadvantaged students

The placement of disadvantaged students on the seating plan is key in order to develop their self-confidence. Target questioning is used to encourage involvement in the lesson and deepen their understanding along with their oracy skills. In practical lessons we encourage students to participate in different roles e.g. leader, coach, umpire and official meeting the needs of all students in the class. Reciprocal teaching is an integral aspect of lessons, used to encourage peer and self-assessment.

When studying Cambridge National at KS4 all students are challenged and suitably prepared through modelled responses to achieve mark band 3 criteria, enabling them to access the highest marks. In order to improve performance in essay questions, scaffolding is a key strategy to help improve the quality of structure and detail needed in students' responses.

All students have access to the PE laptops at lunch time allowing them to complete coursework, which they may be unable to do at home.

How does the High Five lesson plan impact on the learning and progress of Disadvantaged students?

The introduction of the High Five lesson has positively impacted all students in PE. Consolidation tasks provide an opportunity to reflect on prior learning, reinforce their understanding and retain information, which is vital for examination success. Modelling has had the most significant impact for our disadvantaged students, in enabling them to produce high quality coursework and extended answers at KS4 and 5. For students to see how an answer should be structured and the detail needed gives them the platform to implement this into their own work. Modelling within practical lessons

from both teacher and student demonstrations, provides visual and verbal guidance in order to help students' master skills and techniques. Response and feedback is a key feature in all lessons and will come in different forms including: written feedback and green pen response, self and peer assessment provide verbal and written feedback from other students, visual and manual guidance when mastering a skill/technique. There are many opportunities within the lesson for students to work independently, whether this be practising skills, performing in a game, completing coursework tasks or examination questions. Challenge tasks are set to ALL students to ensure everyone has the opportunity to reach their full potential.

Strategies used with Disadvantaged students away from the classroom

On Key stage 3 sowing reading lists and access to wider reading opportunities have been identified. A library of books is being collated to support disadvantaged students in their independent reading opportunities. Homework at Key stage 3 is guided to support students and encourage independent learning. At Key stage 4 and 5 there are intervention sessions for disadvantaged students to support exams. Staff ensure disadvantaged students have access to appropriate revision material and are directed encouraged to use Edexcel and AQA exam board websites and available resources.

What intervention takes place to promote progress with disadvantaged students within the department?

Disadvantaged is now a point of discussion at every PE departmental meeting, allowing teaching staff an opportunity to raise concerns and for intervention to be implemented. After assessment periods, disadvantaged performance is reviewed using SISRA and intervention is put in place where necessary. This may be in the form of contact with parents to support their studies, target setting and attendance to revision sessions. Students who fall behind with coursework are picked up and kept behind after-school to ensure they achieve. Half-term classes also run to provide further opportunity to complete outstanding coursework or improve their grades further. A revision timetable has been given to all year 11 students to encourage them to take ownership of their learning and attend the sessions on a Monday night.

How are disadvantaged HAPs students supported by the department? How do you tackle barriers to learning?

All disadvantaged students are highlighted on seating plans and registers to support the students with questioning, resources and self-confidence. The college website is used to communicate with parents and help them support students. Students are encouraged to use the PE laptops at lunch and afterschool to complete coursework and this provides them with materials and resources they may need.