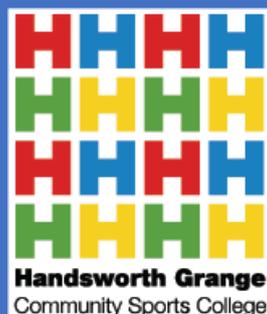


# **Pupil Premium and Catch-Up: Spending, Strategy and Impact 2017-18**



Stephanie McCoy

HANDSWORTH GRANGE COMMUNITY SPORTS COLLEGE



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## Pupil Premium and Catch Up Premium Spending, Strategy and Impact 2017-18

### Pupil Premium Spending

#### Pupil Premium Spending 2016-17

|   |  |
|---|--|
| Pupil Premium Funding 2016-17:          | £343,145 (plus £31,000 Catch Up Premium) |
| Staffing:                               | £318,593                                 |
| Enhancing Curriculum Provision:         | £55,860                                  |
| Proportion of cohort 2016-17:           | 37%                                      |
| Number of disadvantaged pupils 2016-17: | 367                                      |

#### Pupil Premium Spending 2017-18

|   |  |
|---|--|
| Pupil Premium Funding 2017-18:          | £341,742 (plus £32,780 Catch Up Premium) |
| Staffing:                               | £294,536                                 |
| Enhancing Curriculum Provision:         | £55,750                                  |
| Contingency - intervention as needed:   | £24,236                                  |
| Proportion of cohort 2017-18:           | 38%                                      |
| Number of disadvantaged pupils 2017-18: | 388                                      |

#### The school spends £294,536 of its Pupil Premium budget on staffing

- The school employs three Primary School specialist teachers to deliver English and maths lessons to pupils who were not deemed to be 'secondary ready' when they arrived in Year 7. These teachers deliver staff training and development and support literacy and numeracy across the school through paired and small group reading and maths interventions
- Closing the Gap Leaders are employed to drive improved outcomes and support for groups of pupils (e.g. Disadvantaged, EAL, low attaining, SEND, high attaining, Looked After, Boys) across school; they also lead on Literacy and numeracy across the curriculum.
- We employ several staff to ensure 360° care for pupils: Attendance and EWO support improved attendance, in addition to our Behavioural Psychologist and Vulnerable Pupil Support Mentor who provide invaluable support when difficult experiences act as a barrier to learning.
- We have an EAL Tutor and BME Support staff who are integral to ensuring pupils' language and cultural needs are carefully supported.
- We fund extra non-contact time for staff in English and maths to enable opportunities to observe and share outstanding teaching across the Departments. This also means smaller class sizes and smaller pupil: teacher ratios, thus greater access to the teacher for vulnerable pupils.



## The school spends £55,750 of its Pupil Premium budget on providing enhanced curriculum provision

- Pupils who do not achieve expected outcomes in English and maths at the end of KS2 tend to do so because of lack of language. For some this could be because they are EAL learners or because they do not have the richness of experience and therefore language that more confident learners have.
- We have allocated funding to resourcing literacy interventions and resources such as Lexia/Lexia Core 5 for EAL pupils, whole class reading and Reading Buddies/Reading Groups intervention, ARTi reading tests across school, VCR (vocabulary, comprehension and reading) staff training and development; reading books as rewards; English trips and revision resources in the library.
- Other resources and support examples for disadvantaged pupils include: additional revision resources; equipment, kit and trip contributions; SEND disadvantaged study skills support workshops; mentoring; KS2-KS5 transition and Further and/or Higher Education experiences each year; Duke of Edinburgh Award; homework support; Breakfast Club; sports clubs access and lifts.
- We have an Alternative Provision Unit which provides sanctuary and specialist education and support for vulnerable pupils who are at risk of permanent exclusion. Resources to further engage APU pupils, many of whom are disadvantaged, are part-funded by the Pupil Premium.



## Pupil Premium Strategy and Impact 2017-18

*Our mission is that all children have access to the highest quality education, regardless of background or barrier to learning, in every aspect of school life.*

### Understanding Barriers

At Handsworth Grange Community Sports College, we understand that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Excellent classroom teaching can be achieved through high quality professional development and the sharing of outstanding practice across the school and beyond.

All children need opportunities to enrich their lives through experience. Schools must make sure that where children are unable to access these through home the opportunities are provided for them by school.

Although financial support is provided for schools specifically for children who qualify for Pupil Premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in every classroom throughout the school. In this way all vulnerable children are helped to achieve the best possible outcomes according to their starting points. The barriers to learning for our disadvantaged pupils are:

- A language deficit - gaps in vocabulary, comprehension, oracy and in writing. This can lead to limited confidence and aspiration.
- Limited Reading Experiences – low reading/comprehension ages leading to lower confidence.
- Limited Cultural capital and enrichment - lack of experiences limits language and understanding.
- Low attainment on entry – below national and one of the lowest in the City
- Emotional wellbeing - can impact on attendance and behaviour for learning
- Many of our vulnerable children will be experiencing more than one of these barriers to learning.



## Tackling Barriers: Strategies

The primary way to overcome the barriers to learning our pupils face is by accessing consistently excellent classroom teaching:

- Staff development - focusing on the learning of disadvantaged and vulnerable children by observing outstanding practice and developing own practice. Sharing strategies.
- Regular CPD, focused on the needs of pupils, particularly those from disadvantaged backgrounds.
- High quality teacher CPD and support, linked to retention process to ensure that high quality, well-educated staff join and stay with the school.
- Ensure that vulnerable and/or disadvantaged pupils access very high quality *Catch Up* English and maths provision and intervention on entry, as appropriate. Expectations are high.
- The development of a language-rich curriculum e.g. tier 2 academic language. Access to high quality language. Challenging language in all aspects of school life.
- Greater use of collaborative learning in classrooms to develop oracy and debate
- Reading for Pleasure – increased opportunities to read together; planned tutor reading each week (twice).
- Engagement in reading and comprehension workshops with parents to enable families to read together at home.
- Additional attendance role - support vulnerable pupil attendance/school focus
- Investigate the qualities of successful and less-successful learners and subsequent metacognitive strategies to support learning and confidence in the classroom.
- Cultural enrichment opportunities: Cultural Passport project, OSHL clubs, trips and visits, DofE.
- Access to Further and Higher Education establishments to support raising aspirations.
- Pupil voice: LT/SLs regularly meet with children to ensure that they are listened to and their opinions about their experiences at school are valued.
- Ensure high expectations of disadvantaged pupils from all staff, pupils and their parents.



## Monitoring and Evaluation

To ensure impact accountability, we will regularly monitor and evaluate as follows:

1. Data analysis (3 times per year / 4 times for Year 11), including attendance data
2. Pupil progress meetings
3. Parent/Carer progress meetings with mentors and Leadership Team
4. Regular moderated assessment and standardisation across Departments
5. Learning walks (including 'book looks')
6. Learning discussions with pupils in lessons, and beyond, as mentors
7. Support and challenge for individual teachers and Middle Leaders
8. Regular, rigorous Leadership Team (LT) meetings to assess impact of actions
9. Department Development Plans – regular monitoring reports to LT
10. School Development Plan – regular monitoring reports to governing body
11. Annual School Development Plan informs teacher and teaching assistant performance management targets
12. Listening to the views of all children to hear about their learning and experiences of school.
13. Regular external review (School Improvement Partner)

As a school, we provide regular professional development opportunities that focus on the learning needs of pupils, particularly those from disadvantaged backgrounds.

## Impact Data

School Performance Data can be seen here: <https://www.compare-school-performance.service.gov.uk/school/141495?tab=secondary>

### Outcomes for Year 11 Pupils 2017

|                               | Y11 RESULTS | Disadvantaged | Non-Disadvantaged |
|-------------------------------|-------------|---------------|-------------------|
| Number of Pupils              | 194         | 72            | 122               |
| Progress 8                    | +0.81       | 0.62          | 0.91              |
| % 9-5 in English & Maths & 3+ | 29.90       | 17.30         | 37.80             |
| % 9-4 in English & Maths      | 55.20       | 37.30         | 67.20             |
| Attainment 8                  | 47.10       | 38.60         | 51.60             |



## School to School Support

Since 2015 we have worked with over thirty schools to improve outcomes for disadvantaged pupils from Sheffield and across the region. Support has included school-to-school support, Pupil Premium Reviews, conferences, network meetings, sharing resources and learning reviews. In 2017-18 we are delighted to be working with Marc Rowland (Rosendale Research School) to deliver Learn Sheffield's Project *Maximising the Impact of the Pupil Premium with fifteen Sheffield schools*

## General

For more information about the Pupil Premium please visit the Department for Education website: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

Review: Steph McCoy, January 2018

Next Review: November 2018



## Year 7 Catch-Up Premium

The Catch-Up Premium provides school with funding for each year 7 pupil who did not achieve the 'expected standard' in English reading, spelling, punctuation and grammar and mathematics in their Year 6 tests (SATs). The expected standard score is 100. Catch-Up Premium funding helps us to provide literacy and numeracy support for those children who did not meet the expected standard.

In 2016-17 the school received £32,780 Catch-Up Premium. We will receive the same amount in 2017-18.

*Please note that many Catch-Up pupils also benefit from the Pupil Premium Grant. We use both sources of funding to support the provision offered to Catch-Up children.*

## How we have used Year 7 Catch-Up Premium funding to support pupils in 2016-17 and 2017-18

### Teaching and Learning (including Staff Training)

- We continue to put high quality Teaching and Learning at the heart of what we do
- We have made improving vocabulary, comprehension and reading (VCR) our whole school focus for 2017-18. We want all staff in every subject to support pupils to improve VCR, every lesson (new in 2017-18)
- We use our Primary Specialist English and maths teachers to develop the skills of other teachers so that they can support Catch Up pupils better across school.
- We have removed interventions we felt weren't working and replaced them with more effective ones such as Lexia and Toe-by-Toe (new in 2017-18)
- We use our Primary Specialist maths teacher to develop Numeracy across the school, including training pupils as maths leaders to support Y7 Catch Up pupils.



## Curriculum

- We employ extra teachers to make smaller English and maths classes for those pupils who need greater support. This means pupils have more specialist teacher time.
- We have added extra English and maths lessons to the curriculum so pupils get more time to practice literacy and numeracy skills.
- Pupils have a new literacy lesson called 'Let's Think in English' which is based on research from King's College, London and encourages lots of discussion and debate (new to 2017-18).
- We have added an extra 'World Studies' lesson to the curriculum for Catch Up pupils in Y7. This enables pupils to develop literacy through Geography, History, Performing Arts and Languages (new in 2017-18)
- We offer the 'Purple Pathway' which supports many Catch-Up pupils with a bespoke curriculum as they move into Year 9. Other option Pathways are also available.

## Staffing

- We employ Primary Specialist English and maths teachers to teach Catch Up pupils with SATs scores below 90. Teachers use assessments to target gaps in learning and help pupils to access school work at secondary level.
- We employ staff to support Literacy, Numeracy and Vulnerable Pupils across Year 7 and beyond as they travel through school.
- We have four TAs who support interventions in-class, Lexia intervention sessions, act as pupil support and mentors and run many out of school hours clubs such as Homework Club, The Hub, 'Closing the Gap' kitchen, Film Club and the Library (some interventions are new in 2017-18)
- We have an EAL Support Tutor and BME TA who support in lessons and run small group interventions for Catch Up pupils who also have English as an additional language. The EAL Support Tutor is also the Whole School EAL Coordinator.
- Our EWO, EAL Tutor and BME mentor work within the community to support the attendance of Y7 Catch-Up pupils.

## Reading for Pleasure

- We have bought a set of reading books for every Tutor group (37 groups!) so that they can read together in the morning. This has been a great success and pupils are enjoying reading more often (2017-18)
- Catch-Up pupils have been allocated extra reading either 1:1 with a Peer Reading Buddy or 1:4 with an adult (Year 7, 8 and 9) once each week (2017-18)



- Catch-Up visited a Storytelling workshop to create their own book with an author to engage them in reading at the start of Year 7. They have since been borrowing books more regularly from the School Library.

## Resources

- We have used our Literacy Co-ordinator to research and introduce a whole school reading test which enables us to test every pupil three times per year. This helps us to target pupils for intervention as soon as they enter difficulty (2017-18)
- We have written to parents to let them know their child's 'Reading and Comprehension Age' and suggested ways to support their child with reading and comprehension at home (2017-18)
- We have bought app/PC access to 'Times Table Rockstars' for the whole school to enjoy improving their times tables (2017-18)
- We provide TA and home-study support for EAL and Catch-Up pupils through Lexia subscription

## Impact of funding on progress and attainment

| Year 7 Catch Up Cohort:<br>Progress and Attainment – July 2017 | Catch-Up Pupils | Non Catch-Up | Difference (Gap) |
|--|-----------------|--------------|------------------|
| % Making Beyond Expected Progress                              | 20.0%           | 6.5%         | -13.5%           |
| % Making Expected Progress                                     | 45.5%           | 46.4%        | 1.0%             |
| % Making Less Than Expected Progress                           | 34.5%           | 47.1%        | 12.6%            |
| Attainment8  | 17.6            | 28.2         | 10.6             |
| Progress8 Indicator  | -2.5            | -2.8         | -0.2             |
| % On course for 9-4 English & Maths                            | 34.5%           | 53.6%        | 19.0%            |
| % On course for 9-5 English & Maths                            | 34.5%           | 53.6%        | 19.0%            |

*Progress is based on expected progress from individual KS2 start points and is a combination of all subject grades. Targets have a built-in buffer of +1. English and maths grades are based on English and maths teacher assessments, including reading/comprehension (ARTi, PIRA and Salford Tests) and maths age testing.*

Review: Steph McCoy, January 2018  
 Next Review: November 2018



## Closing the Gap - Roles & Responsibilities

### The Leadership Team will:

- Accept overall responsibility for the delivery of the school's Closing the Gap Strategy
- Provide opportunities for staff training about Closing the Gap to take place on INSET days or during other times.
- Support departments they line manage to close gaps and identify pupils for timely and appropriate interventions (after each data collection).
- Be role models in using strategies in their own teaching to close gaps.
- Ensure strategic deployment and utilisation of Pupil Premium and Catch Up funding to enable identified achievement gaps to be closed rapidly.
- Produce data analysis after DC1, making explicit to staff any progress, behaviour and attendance gaps for all pupil groups and individuals across all year groups.
- Ensure all staff are made aware of the key pupils, groups of pupils, and target groups who are not making expected progress, attending and/or behaving.
- Ensure timely and appropriate wave 1, 2 and 3 interventions are put in place
- Track and monitor pupils who are below target for progress, behaviour and attendance and ensure timely and appropriate intervention is put in place.

### Governors will:

- Accept responsibility for challenging the Leadership Team on the delivery of the school's Closing the Gap Strategy
- Undertake appropriate Closing the Gap training opportunities provided by the school and external providers.
- Hold school leaders to account for effective spending of Pupil Premium funding and the monitoring of its impact upon Pupil Premium pupil progress.
- Appoint a Pupil Premium Link Governor and ensure Closing the Gap is a standing agenda item on an appropriate Governor sub-committee.
- Keep up to date with the Ofsted framework requirements for Closing the Gap and Pupil Premium funding.

### Closing the Gap Leaders will:

- Liaise with Heads of Year and Subject Leaders to ensure all staff have a full picture of the range of intervention strategies in place for individual pupils.
- Ensure all interventions are recorded on the *Whole School CtG Intervention Tracker*.
- Communicate to all staff the educational needs of pupils who have difficulties and provide them with strategies and guidance for supporting those pupils in the classroom.



## Individual/Group Responsibilities within the Closing the Gap Team

### Closing the Gap Leaders will:

- Use data to identify underachieving KS3 and KS4 pupils in need of additional intervention after each Data Collection.
- Research and share Teaching and Learning strategies to support progress of pupils in their cohort.
- Inform Parents and Heads of Year of any planned interventions taking place.
- Record all interventions on the *Whole School CtG Intervention Tracker (progress, behaviour and attendance)*.
- Co-ordinate one-to-one and small group intervention programmes where appropriate.
- Liaise with intervention staff and Closing the Gap Team to monitor and evaluate the impact of any interventions put in place.
- Review the intervention groups on a half-termly basis and amend the list of target pupils as required.
- Co-ordinate appropriate KS4 intervention programmes such as holiday interventions for CtG pupils (including monitoring CtG attendance and the overall impact of interventions).

### The HoY/Pastoral Team will:

- Utilise the Closing the Gap data to ensure timely and appropriate pastoral interventions are put in place (after each DC), which support the academic progress of target pupils and groups.
- Track and monitor pupils who are below target for progress, behaviour and attendance and ensure timely and appropriate interventions are put in place.
- Ensure that there is active literacy and numeracy learning during registration periods, as per VCR and numeracy rota.
- Ensure that pupils have an opportunity to reflect on their progress and to set and discuss appropriate targets with their form tutors.
- Identify pupils in need of non-academic, wellbeing related support and provide appropriate intervention to address their specific barriers to learning.
- Communicate with staff where non-academic factors may have an impact on a pupil's capacity to access learning, giving guidance where possible on appropriate support strategies for the classroom.

### The Entry Level Pathway and SEND team (including EAL support and TAs) will:

- Develop and deliver alternative learning pathways for identified cohorts of pupils in need of significant literacy and numeracy support on entry.
- Identify pupils who have low levels of literacy and use further testing to gain a greater insight into literacy difficulties. Share strategies across school to support Catch Up pupils and SEND pupils across the curriculum.
- Identify and support pupils with specific needs, such as dyslexia, and provide appropriate intervention.



- Provide intervention strategies using catch-up reading, bespoke reading groups and programmes to support pupils in their literacy across the curriculum.
- Provide support in class and during registration time where necessary and one-to-one out of class support for pupils identified
- Identify pupils in need of additional support during transition and ensure appropriate interventions are put in place before the start of Year 7 i.e. Summer School/Transition where possible.
- Use appropriate testing to identify pupils in need of access arrangements for public examinations and then coordinate those arrangements.
- Assess and support pupils on Education, Health and Care Plans and SEND Support with appropriate interventions to improve reading ages and literacy.

#### **Literacy and Numeracy Coordinators will:**

- Plan and lead the delivery of the school's and Literacy (VCR) and Numeracy strategies to improve literacy and numeracy of targeted Closing the Gap pupils.
- Provide opportunities for staff training about literacy (VCR) and numeracy to take place on INSET days or during other times.
- Advise other staff in school on Literacy (VCR) and Numeracy issues
- Develop links with feeder primary schools to identify and support key pupils as part of the transition programme.
- Organise ARTi Reading Age testing for all pupils and analyse data.
- Co-ordinate tutorial and whole school initiatives. Monitor and track the impact of data relating to Tutor activities.
- Monitor the impact of the Literacy and Numeracy strategies on pupils' progress and attainment and track improvements in reading ages (Year 7-11) / maths ages (Y7-9 intervention pupils).
- Identify pupils in need of literacy and numeracy intervention at each Data Collection and literacy/numeracy tests.
- Coordinate wave 2 and 3 literacy and numeracy interventions
- Ensure all relevant interventions are recorded on the *Whole School CtG Intervention Tracker*.

#### **The EAL Team will:**

- Re-code all EAL pupils' level of fluency, using the DfE system (A to E, with E being fluent in English).
- Identify key pupils in need of specific EAL-related support and then deliver a programme of appropriate interventions to support their access to the curriculum.
- Identify appropriate support strategies for new arrivals that have little foundation in the English language based on their levels of fluency, including an EAL test on entry.
- Provide EAL intervention strategies using one to one support in class and out of lesson support where required.
- Promote reading amongst EAL pupils through small reading groups.



- Communicate with all staff about EAL pupils and advise on support strategies in order to ensure that pupils' specific needs are met.
- Promote and celebrate the diversity of language within our pupil population and community.
- Liaise with parents of EAL pupils to support literacy development in the home (including the provision of adult literacy classes for parents) and also an appreciation of the value of school-based education.

#### **Subject Leaders will:**

- Effectively utilise progress and achievement data, as well as Closing the Gap information, to track progress and attainment of pupils.
- Utilise data at each DC to ensure timely and appropriate wave 1, 2 and 3 interventions are put in place which support the academic progress and pastoral support of target pupils and groups.
- Track and monitor pupils who are below target and ensure timely and appropriate intervention is put in place.
- Use information disseminated through Department Closing the Gap leads to help drive strategies for improvement.
- Monitor and ensure that Quality First Teaching is taking place for all pupils.

#### **Teaching Staff will:**

- Know who disadvantaged and SEND pupils are. They will know their groups.
- Effectively utilise progress and achievement data, as well as Closing the Gap information, to plan effective lessons and personalise learning which enables all pupils to make at least expected progress.
- Ensure teaching is secure on a daily basis and lessons are differentiated to meet the needs of all pupils, as identified in Wave 1 intervention below.
- Ensure opportunities are provided in all lessons for all pupils to make at least expected progress.
- Utilise the DC Progress booklets to ensure timely and appropriate wave 1, 2 and 3 interventions are put in place which support the academic progress and achievement of target pupils and groups identified.
- Ensure VCR and numeracy is promoted in all lessons.
- Track and monitor pupils who are not making expected progress and ensure timely and appropriate intervention is put in place.



## INTERVENTION

### What is intervention?

Intervention is defined as 'the strategies and methods used to narrow the gap between identified target group and individuals to ensure all pupils attain well and make the expected levels of progress'. This should be both within and beyond the classroom and should be timely and appropriate to the specific skills gaps and needs of individual pupils. There are **three** distinct waves of intervention that staff should follow.

### Wave 1 – Quality First Teaching (The effective inclusion of all children in high quality teaching & learning).

To include:

- A nurturing environment with relevant, tailored and differentiated opportunities for learning.
- Opportunities for small group experiences in a safe and secure space.
- Extra time for responses to questions or contributions to group discussion.
- Extra time for activities where needed.
- Scaffolding of activities and modelling of exemplar work and responses.
- Using practical activities and experiential learning.
- Opportunities for children/young people to transfer/generalise their learning in different contexts and between different subjects.
- A clear focus on literacy and numeracy.
- Opportunities for revision and over learning.
- Access to groups where pupils are working with peers of similar levels.
- Access to grouping that enables pupils to work with peers who will provide good role models for language and communication skills and for co-operative and independent application to task.
- Teaching and learning which is multi-sensory and well structured.
- Changing direction and re-shaping tasks to enhance pupil progress and understanding.
- Opportunities for stretch and challenge.

### Wave 2 - Additional time-limited provision in the form of small-group intervention outside of the normal classroom.

When considering pupils for Wave 2 additional support, teachers should first consider whether the elements of Wave 1 provision are in place. It may well be the considered judgement that despite some of these elements not being in place, a pupil is sufficiently behind their peers to merit additional support. Nevertheless, the thorough implementation of *quality first teaching* should be a priority. Wave 2 interventions should be used for pupils who can be expected to 'catch up' with their peers as a result of the intervention.

To include: Small-group intervention for example after school booster classes; holiday revision camps, withdrawal classes during the school day.



Wave 3 - Specific targeted interventions for identified pupils outside of the classroom.

- Additional time-limited intervention and provision to enhance the progress of identified children where Waves 1 and 2 are not, on their own, having the desired effect.
- This will involve intensely focused teaching activities that tackle fundamental gaps in skills, knowledge and understanding which is preventing progress
- These would usually be conducted on a 1 to 1 basis where the teacher does not expect pupils to make the expected progress in a group situation.



**Handsworth Grange**  
Community Sports College

## EQUALITY IMPACT AUDIT AND ACTION PLAN

Put X in the PLUS column to indicate if you judge that the policy has a positive impact on a group.

Put X in the neutral column to indicate if you judge that the policy has a neutral impact on a group.

Put X in the MINUS column to indicate if you judge that the policy has a negative impact on a group.

In making a judgement *due regard* has been paid to the requirement to:

- i. Eliminate unlawful discrimination, harassment and victimization
- ii. Advance equality of opportunity
- iii. Foster good relations

| PROTECTED CHARACTERISTICS |                                | PLUS | NEUTRAL | MINUS | ACTION  |
|---------------------------|--------------------------------|------|---------|-------|---|
| 1                         | Age                            |      | X       |       |   |
| 2                         | Disability                     | X    |         |       | Should advance equality of opportunity for SEND and pupils with a disability                |
| 3                         | Gender Reassignment            |      | X       |       |   |
| 4                         | Marriage and Civil Partnership |      | X       |       |   |
| 5                         | Pregnancy and Maternity        |      | X       |       |   |
| 6                         | Race                           | X    |         |       | Should advance equality of opportunity through targeted provision for key groups and pupils |
| 7                         | Religion or Belief             |      | X       |       |   |
| 8                         | Gender                         |      | X       |       |   |
| 9                         | Sexual Orientation             |      | X       |       |   |
| Other                     |                                |      |         |       |   |

|                              |                              |
|------------------------------|------------------------------|
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