

Magdalen College School
Disadvantaged Students Charter
November 2018

At Magdalen we recognise that some of our students have been disadvantaged through their family circumstances, and that their achievement and progress is at greater risk than their peers.

It has been recognised for some time that there is an unacceptable gap in performance nationally between students from lower-income homes and their peers. Since 2010 specific funding has been given to schools to address this gap in performance. At Magdalen we have made progress to close this achievement gap in some year groups, and in 2018 have narrowed the gap somewhat while raising outcomes for all students.

This performance gap leads to reduced opportunities for disadvantaged students and perpetuates the cycle of linked underachievement. Enabling disadvantaged students at Magdalen to achieve better than their peers nationally is part of our moral purpose in raising aspirations and ensuring social mobility.

Typically, our 'disadvantaged' cohort makes up around 10% of each year group, although the proportion is larger in the current year 8. Identification of these students is not always strong within our transition programme, but further up the school all class teachers are aware of the disadvantaged students in their classes.

The achievement and progress of these students, and their successful access to the next steps in their education, is the collective responsibility of all adults in the school. This charter is a statement of our philosophy and intent in seeking to actively *advantage* these learners in their education at Magdalen. To that end we will be guided by the following principles:

- because of the historic and national picture for these pupils, provision needs to be made to advantage these pupils compared with their peers to compensate
- this may mean providing more specific provision, which would not be afforded to the majority, etc, as below
- these students may have less exposure to cultural experiences, norms and support with learning out of school in areas that we may consider to be 'usual' for most students
- the pupils and their parents should explicitly know that they are in the focus group and why, enabling them to engage in planning the provision for individuals
- that differences in outcomes are less likely to be evident at a younger age than at an older age but, because of the historic data that shows that these pupils are likely to underperform, provision should be put in place before the differences in performance are evident – ie proactive and not reactive
- starting at a young age is more likely to have an impact than putting interventions in place when the differences between them and their peers are more noticeable

Desired Outcomes for disadvantaged students:

- they perform more closely in-line with their peers – the performance gap is narrowed if not closed
- attendance is improved, with fewer cases of embedded persistent absenteeism
- engagement with the taught and wider curriculum is increased
- students' self-image and self-esteem is strengthened

We will ensure that the following actions are in place to support disadvantaged students and to deliver the desired outcomes above:

Class Teachers

- *Greeting* every disadvantaged student as they arrive at the lesson
- *Seating* each disadvantaged student with thought and care within the classroom, making certain that they are easily accessible during teaching
- *Treating* each disadvantaged student with extra care:
 - *Checking on their work and engagement during lessons, and as soon as possible when an independent task is started*
 - *Marking their books first, and returning to them where needed*
 - *Providing clear and pertinent feedback that helps the student to make further progress*
- Teaching them specific vocabulary and broader cultural context to maximise their understanding of the subject and curriculum

Learning Support Assistants

- Knowing who the disadvantaged students are in any class that they support
- Supporting the class teacher in advantaging these students through:
 - Additional check-ins during independent working time
 - Speaking to the students
 - Supporting the teacher-student partnership through effective communication and advocacy for the student and their needs

Learning Mentors

- Building positive and sustained supportive relationships with all disadvantaged students through:
 - Knowing each of the disadvantaged students in school by name
 - Termly 1-to-1 meetings to discuss progress, aspirations, attitudes and support
 - Communicating with parents/carers, teachers and other staff in school
 - Acting as a trusted advocate for the student
- Ensuring that support is prioritised for disadvantaged students with regard to:
 - Rapid response to 2 days of unexplained absence
 - Promoting referrals from Leaders of Learning
 - Use and analysis of PASS assessments to identify areas of strength and for development
 - Key points in school life: Year 6 to 7 transition; Year 8 option choices; Yr 10 Work Experience, and Post-16 destinations and/or option choices
- Providing general and specific intervention or support packages including:
 - Intervention to reduce specific barriers to achievement, attendance or engagement
 - Intervention to narrow learning gaps
 - Regular homework club

- Exam preparation and support

Pastoral Support Assistants

- Knowing each disadvantaged student in their year group by name
- Building and sustain a strong working relationship with the parents/carers of each disadvantaged student
- Making contact with all parents/carers of disadvantaged students in advance of any parental engagement event (parents evenings, information evenings, celebration events etc) and support their attendance as needed
- Monitoring and acting earlier with regard to behaviour and/or attendance issues to minimise disruption to learning
- Acting as an advocate for disadvantaged students in all activities

Form tutors

- Building and sustaining strong relationships with students, parents and carers
- Reflecting on progress, engagement and wellbeing with disadvantaged tutees regularly
- Prioritising contact with parents/carers when needed
- Encouraging, supporting and reviewing disadvantaged students' engagement with wider curriculum opportunities including clubs, sports teams and educational visits
- Acting as an advocate for disadvantaged tutees in conversations with other teachers
- Supporting students gathering evidence to achieve their Magdalen Diploma at the appropriate level

Leaders of Learning

- Knowing each disadvantaged student in their year group by name
- Building and sustaining a strong working relationship with the parents/carers of each disadvantaged student
- Meeting with disadvantaged students on a regular basis (at least 3 times per year) to ensure they have adequate support and challenge to achieve their potential
- Prioritise disadvantaged students in their monitoring cycles: ensuring this group are always represented, and have earlier 'trigger points' for raising intervention or support
- Prioritising for access to additional support opportunities including (but not limited to): mentoring, high-profile work experience placements, careers advice, additional learning opportunities, educational visits – especially those to cultural places of interest and/or abroad
- Supporting them in achieving the Magdalen Diploma at the appropriate level

Heads of Faculty

- Setting high aspirations and standards for the work of disadvantaged students and their teachers
- Ensuring that all class teachers are aware of each disadvantaged student they teach
- Monitoring the provision of teaching strategies as outlined above to ensure that disadvantaged students receive the highest standard of provision on offer in lessons.
- Regularly reviewing the books/work of all disadvantaged learners in their faculty
- Making opportunities to seek the experiences, views and feedback of disadvantaged learners about lessons in their faculty
- Ensuring that 'trigger points' for additional support or intervention in subjects are set 'lower' for disadvantaged students
- Ensuring that the curriculum in their faculty provides all disadvantaged learners with a range of knowledge, vocabulary and cultural experience that prepares them for lifelong learning and the workplace

Senior Staff

- Setting and maintaining high aspirations for disadvantaged students, their teachers and all members of the school community
- Regularly reviewing the work of HOFs, LoLs, Classroom Teachers, Form Tutors and others in terms of the impact on disadvantaged students' Achievement, Progress, Engagement, Behaviour and Attendance
- Ensuring that the voices of disadvantaged students and their parents/carers are heard in all consultations
- Evaluating the impact of all relevant policies and practices on disadvantaged students and their families
- Promoting the breadth and depth of the taught and extended curriculum and ensuring full access to this by every disadvantaged student
- Actively championing the rights and aspirations of disadvantaged students
- Challenging all colleagues to give their very best to disadvantaged students
- Using additional funding to add value to the educational experience of disadvantaged students

Governors

- Setting and maintaining the moral imperative for Magdalen to improve and continue to raise outcomes for disadvantaged students in terms of their: Achievement, Progress, Engagement, Behaviour and Attendance
- Ensuring that a Pupil Premium Strategy Statement is prepared, published and evaluated by Senior Staff
- Scrutinising reports from Senior Staff to ensure that provision for disadvantaged students is closely monitored and has positive impact, representing value for money in the outcomes listed above
- Celebrating the achievements of disadvantaged students
- Engaging with the wider community to promote our work to improve social mobility, and to enhance the opportunities available to disadvantaged students and their families

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