

Disadvantaged Students and the Ten Barriers

Hoe Valley School has identified ten key barriers to learning that are often faced by our disadvantaged students. There are currently 92 disadvantaged students. Interventions are determined via a number of different means including student surgeries (SESCO, DHs and HoYs), the Personalisation Faculty, Heads of Year and Heads of Faculty. We aim to offer student specific support but we have outlined a number of possible interventions that are being used to overcome each of the ten barriers

- **Poor literacy**
 - TA support
 - Touch Type
 - Lexia
 - Homework club
 - Prep
 - Increased preparation time for staff
 - Teaching and Learning hub
- **Poor numeracy**
 - Small group interventions in class
 - “Flipping the TA”
 - TA support in class
 - Increased preparation time for staff
 - Teaching and Learning hub
 - Dynamo Maths
- **Poor behaviour / low level of focus**
 - HSLW
 - Wise boys and girls
 - Anger management
Classroom interventions
- **Difficulties building and sustaining relationship**
 - Mentoring
 - ELSA
 - Wise boys and girls
 - Quiet boys lunch group
 - Anger management
- **Being a young carer**
 - HSLW
 - Enrichment and sports opportunities
 - Leisure vouchers
- **Being a looked after child**
 - HSLW
 - Yes Futures
 - Designated teacher
 - Links with virtual school
 - Personal Education Plan
- **Absence of role models outside of School**
 - Yes Futures
 - Mentoring
 - Exposure to trips and enrichment activities
- **Low aspirations**
 - Yes Futures
 - Exposure to trips and enrichment activities
 - Aspirations group
- **Low self-confidence**
 - Quiet boys lunch group
 - Exposure to trips and enrichment activities
 - Yes Futures

Monitoring and Evaluation

Disadvantaged student data is shared with staff after each data drop and they are reported on as a specific group by subject. Heads of Faculty discuss trends at the Leadership Forum and classroom interventions are then identified by classroom teachers as appropriate. The academic, pastoral and personalisation team discuss student progress and evaluate the support provided at half termly intervals. Interventions are regularly reviewed through academic and pastoral teams. Further monitoring takes place through lesson observations, learning walks and book looks.