



RAINHILL HIGH SCHOOL

DIS FIRST POLICY



RAINHILL
HIGH SCHOOL



2022-25



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St Helens
Chamber



STEPHENSON





**RAINHILL
HIGH SCHOOL**

DIS FIRST POLICY

STATUS	NON-STATUTORY
RESPONSIBLE COMMITTEE	LGB
APPROVAL DATE	19/01/2024
RENEWAL DATE	19/01/2025



SCHOOLS IN PARTNERSHIP

STEPHENSON

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What is DIS FIRST?

DIS FIRST means that all staff have a responsibility to prioritise the needs of the DIS cohort, putting them first. It is known that pupils in this cohort perform less well than their peers and ultimately have lower outcomes – so limiting future opportunities in life. At Rainhill High School, we are committed to ensuring that all pupils enjoy and achieve, regardless of circumstances or background, and it is with this in mind that **DIS FIRST** has been established.

Who are the DIS cohort?

DIS pupils are all pupils in receipt of Pupil Premium (PP) funding;

- FSM = Those who currently receive free school meals
- E6/FSM6 = Those who have received free school meals in the past 6 years
- LAC = Pupils who are looked after
- PLAC = Pupils who have been adopted from care
- Pupils who have a parent/parents serving in the armed forces

How do I know who is DIS in my teaching class or form?

DIS pupils are identified on Synergy on your register in the student profile section. Synergy indicates those that are PP, E6 (FSM6), FSM, CLA. Year 7 is currently in the process of being updated; all information should be on before October half term.

What do I have to do under the DIS FIRST policy?

DIS FIRST requires all staff to;

- ✓ Use seating plans to prioritise DIS achievement.
- ✓ Use appropriate strategies for DIS SEN identified on Synergy and the SEN CoP and liaise with the LSA, as appropriate, to maximise DIS progress.
- ✓ Check understanding of DIS pupils' knowledge every lesson.
- ✓ Use questioning to develop DIS knowledge and skills every lesson.
- ✓ Review DIS pupils work in class first.
- ✓ Give feedback on classwork to DIS pupils first.
- ✓ Ensure that DIS pupils' progress is monitored and reviewed in your marksheets to ensure that they are making progress in line with – if not above - non-DIS peers. Where this is not the case Faculty to initiate additional intervention when necessary and reporting the impact of this for those DIS pupils.
- ✓ Ensure that DIS pupils have high quality opportunities to lead in class tasks, activities and demonstrations.
- ✓ Positively target DIS pupils to attend enrichment sessions after school
- ✓ Work as part of Department or Faculty to ensure that facilities for completing homework are available for DIS pupils
- ✓ Identify which texts, revision guides or other resources are needed by the DIS pupil and ensure orders for these are processed, accessing funding via Yacine Rachi
- ✓ Manage, monitor and incentivise attendance for pupils in this cohort.

- ✓ Ensure any intervention activity delivered is supported with academic research (EEF, Sutton Trust, GL Assessment)

What whole-school support is available for DIS pupils?

- DIS pupils are entitled to any text, revision guide or other equipment deemed necessary to enable full access to the curriculum.
- DIS pupils are entitled to receive subsidised items of uniform or equipment should these need replacing.
- DIS specific intervention or enrichment classes can access resource funding where necessary. These interventions will have specific benchmarked start and end points to ensure impact.
- Transport home from after-school enrichment activities or intervention classes can be funded where necessary.
- DIS pupils are promoted to participate in extra-curricular visits. The amount funded by school is to be agreed on an individual basis by the trip organiser and will depend on individual circumstances.
- DIS pupils can access a suite of interventions specifically created to target their bespoke needs and maximise their potential.

All applications for funding are processed via Yacine Rachi.