

# **ST. DAVID'S HIGH SCHOOL**

## **MENTORING OF STUDENTS**

**Reviewed by Governors  
OCTOBER 2024**



# Mentoring of Students at St. David's High school

In addition to the individual coaching sessions offered within tutor periods, available for all students, the key strategy is FSM Mentoring.

## FSM Mentoring (Launched in the 'Teaching and Learning Briefing', 7<sup>th</sup> February 2023)

The aim of the FSM Mentoring initiative is to tackle underachievement with FSM pupils. St. David's Capped 9 data below highlights the underachievement of FSM pupils as compared to non-FSM pupils:

Cohort	All	FSM	Non-FSM	Difference
Year 11 (22-23) - Year 11 Capped 9	383.85	344.3	391.04	46.74
Year 11 (21/22) - Year 11 Capped 9	350.91	297.92	377.95	80.03
Year 11 (18/19) - Year 11 Capped 9	320.73	229.85	337.37	107.52
Year 11 (17/18) - Year 11 Capped 9	286.16	235.3	312.58	77.28

Rationale:

Estyn's document 'Effective school support for disadvantaged and vulnerable pupils – case studies for good practice' (Feb 2020) states that:

Research suggests that classroom teaching has the greatest influence on pupils' learning of all education factors and that pupils from disadvantaged backgrounds will benefit even more than their peers from high-quality teaching.

Inspection evidence shows that, in the most effective schools, teachers have high expectations of the achievement of all pupils, including those most disadvantaged and vulnerable. They do not see poverty and disadvantage as a reason for pupils not to succeed and they strive to find approaches and teaching strategies that help remove barriers to pupils' learning.



estyn.llyw.cymru  
estyn.gov.wales

Effective school support  
for disadvantaged and  
vulnerable pupils – case  
studies of good practice

February 2020



Estyn clearly state that classroom teaching has the greatest influence on pupils’ learning of all education factors and that pupils from disadvantaged backgrounds will benefit even more than their peers from high-quality teaching. St. David’s ‘Great Teaching Model’, quality assurance processes and the weekly Tuesday’s ‘Teaching and Learning briefing’ ensure that the highest standards of teaching and learning are maintained. St. David’s continuous self-evaluation and improvement planning strives to ensure that high-quality teaching and learning is delivered in the classroom.

In addition to St. David’s high-quality teaching in the classroom, we have launched our ‘FSM Strategy’ on the 7<sup>th</sup> of February 2023. This strategy followed educational research on the impact of mentoring on pupil progress. Research from forty-four studies by the Education Endowment Foundation indicated that mentoring improves the progress of pupils by at least two months.

How the mentoring works:

- Tutors meet with their FSM tutees once per term when their year group has an assembly. HoY and SLT also mentor their respective year FSM pupils once a term.

All staff have access to the FSM template, one produced for each FSM pupil:

 <b>ST. DAVID'S HIGH SCHOOL</b> <small>To be the best you can be, every day</small>		 SEM: (Never assigned)	<table border="1"> <tr><td>Date of Birth</td><td></td></tr> <tr><td>Address</td><td></td></tr> <tr><td>Mother</td><td></td></tr> <tr><td>Friendly</td><td></td></tr> <tr><td>Home No.</td><td></td></tr> <tr><td>Mobile No.</td><td></td></tr> </table>	Date of Birth		Address		Mother		Friendly		Home No.		Mobile No.	
Date of Birth															
Address															
Mother															
Friendly															
Home No.															
Mobile No.															
Metric	Spring Term Discussion Progress on Actions Date: 31.01/2023 Mentor: Roy Smithson	Actions to support Progress - *Gmail to student	Summer Term Discussion Date: 9/5/23 Mentor: Roy Smithson	Actions to support Progress *Gmail to student											
SMID Progress (guidance doc- <a href="https://docs.google.com/">https://docs.google.com/</a> )	1. Using the most recent d	2. Mathematics - LT	1. Using the most recent d	Actions sent to Yigit											
Questions to ask:	English A, Maths C, Triple	You MUST Use Mat	December: English A, Ma	1. Ensure you know t											
Reports: <a href="https://drive.google.com/drive/folders/1">https://drive.google.com/drive/folders/1</a>															
After-school Revision Attendance <a href="https://docs.g">https://docs.g</a>	2 sessions attended, 1 Eng		Only 4 after-school revisio												
Timetable: <a href="https://docs.google.com/document/d">https://docs.google.com/document/d</a>															
ALN: <a href="https://drive.google.com/drive/folders/1G">https://drive.google.com/drive/folders/1G</a> PCPs: <a href="https://drive.google.com/drive/folders/1E">https://drive.google.com/drive/folders/1E</a> PSPs: <a href="https://drive.google.com/drive/folders/1M">https://drive.google.com/drive/folders/1M</a>															
Reading Scores: <a href="https://drive.google.com/drive/f">https://drive.google.com/drive/f</a>															
Access Arrangements: <a href="https://drive.google.com/">https://drive.google.com/</a>	25% Extra Time														
GCSE Pod Usage: <a href="https://www.ecsened.com/">https://www.ecsened.com/</a> Username: ProgressProgress Password: progress	Usage?: English Lit - 28 p		Usage: English Lit 71, Ch												
Reading Plus Progress KS3 - <a href="https://educator.rea">https://educator.rea</a> Username: FSMStaff Password: FSMStaff	Usage?: N/A														
Mathswatch Progress - <a href="https://ile.mathswatch.c">https://ile.mathswatch.c</a> Username: roy@sdhs Password: Mathswatch	Usage?: 39 minutes, 1 pra		Usage?: 473 minutes, 9 pra												
Pupil Voice/ Statement Please complete the following Google Form at th <a href="https://forms.gle/B36UeF4HcUitbcV19">https://forms.gle/B36UeF4HcUitbcV19</a>															

During the FSM Mentoring session, the Mentor follows a structured process as summarised below:

1. SMID Progress (guidance doc-[https://docs.google.com/document/d/11Vqa\\_efHHJC3-HQ0r10KiYW6QN0aN2R7S3-3HUVq5iY/edit?usp=sharing](https://docs.google.com/document/d/11Vqa_efHHJC3-HQ0r10KiYW6QN0aN2R7S3-3HUVq5iY/edit?usp=sharing))

Questions to ask:

- a. Using the most recent data captures from SMID, what are the LTA (likely to achieve grades/ End of Year 9 levels) in English, Mathematics and Science (core subjects)?
- b. Which core subjects need to improve (Use SMID residuals, significant differences between LTA/ATL)? How will you do this? Initially, use their most recent report for specific subject guidance.

See the metrics in the cells below:

Most recent report, KS4 After-school Revision attendance, Reading Plus, Mathswatch, Tanio (Science-  
<http://www.tanio.cymru/?lang=en&mode=pupil&subject=bi>)

- c. Are there other subjects that need to show greater progress (use SMID residuals)? How will you do this? Refer to their most recent report -  
[https://drive.google.com/drive/folders/1i0mw17TLZyEh3NAMbEni-MZRGgrDYuPK?usp=share\\_link](https://drive.google.com/drive/folders/1i0mw17TLZyEh3NAMbEni-MZRGgrDYuPK?usp=share_link))

2. Actions to support progress are recorded in the template. Progress on the agreed actions is reviewed in the next term's meeting.
3. Agreed actions are sent to the pupils' G-Mail account for their reference.
4. Pupils complete a 'pupil voice' feedback on the quality of the mentoring session.

The impact of the FSM strategy is evaluated annually.