

## Disadvantaged Children Planning: 2016/17 – Impact measured at July 2017

Pupil Premium Funding is allocated to school for children who fall into three categories:

- Children who have been eligible for free school meals at any point in the last six years
- ‘Looked after Children’ who have been adopted from local authority care
- Services children

In the summer term of 2017, 29 children (10% of the school) are eligible for Pupil Premium Funding and therefore classified as disadvantaged children. The school was allocated £1320 for each child, (£1900 for ex-looked after children). The table below outlines how the £39 440 allocated to the school this financial year is planning to be spent to raise the attainment of disadvantaged children, and the impact that the actions and interventions are having.

Decisions surrounding its allocation were made with reference to the cost benefit analysis offered by the Sutton Trust Toolkit.

### Objectives in spending PPG:

- To identify any barriers to learning that are specific to an individual child and / or family and to look for opportunities to destroy those barriers.
- Ensure pupils eligible for free school meals perform at least in line with their non-FSM peers in reading, writing and maths.
- Improve attendance and punctuality to ensure all PPG children access all learning opportunities without gaps.
- Ensure no child is excluded from participating in off-site learning opportunities, clubs and trips.

<b>Pupil premium used for</b>	<b>Amount allocated</b>	<b>Summary of the intervention or action</b>	<b>Intended outcomes</b>	<b>Impact measured at April 2017</b>
Intervention / Closing the Gap teacher Y6 Westcott	Teacher A: £13,560	A part-time teacher focuses on disadvantaged children and offers 1:1 and small group teaching in reading, writing and maths, 3	To support accelerated progress and close the gap in writing, maths and reading. To make accelerated progress against the cohort.	7 pupils with an average progress in writing of 6 steps

		times a week, which mirrors class teaching but offers a more personalised approach.		8 pupils with an average progress in maths of 6.4 steps <b>(25% of children are SEND)</b>  7 pupils with an average progress in reading of 5.9 steps <b>(43% of children are SEND)</b>  (expected progress at this stage is 6 steps)
Interventions delivered by the Inclusion Leader in Autumn term and LSA in Spring / Summer 1 term KS2 Westcott	Teacher B: £4000 for one term.	Inclusion Leader delivers writing interventions before and during school, 4 times a week within KS2.	To support accelerated progress and close the gap in writing. To make accelerated progress against the cohort.	8 pupils with an average progress in writing of 4.6 steps  (expected progress at this stage is 6 steps)  <b>(38% of children are SEND)</b>
Home School Link Worker	£2000	Support for parents where children are vulnerable due to home-life difficulties. Identification and removal of barriers for those children and families where possible.	Pupils will be better supported at home. Improved attendance and behaviour. Increased parental engagement and communication between parents and school.	The current attendance of PP is 92.9% sitting just slightly below the target of 96.5%
Support for school visits including residential trips & access to before and after school clubs	Projected spend across year: £1500	Access to a range of school visits for all pupils – day and residential. Free access to clubs, including breakfast club or more specific	Enhance learning opportunities Build self-esteem and social skills. Access to a broad curriculum and raised self- esteem. Calm and	All PP children are able to access all school trips including residential visits.

		curriculum linked clubs such as 'Magical Maths'.	nutritious start to the day leading to higher self-esteem and improved access to learning	All PP children are able to access clubs.
TA Intervention Training	£1000	Training in 1 <sup>st</sup> class @ Writing training – Dragon Hunters	TAs can deliver a more specific and structured writing intervention to ensure expected or accelerated progress.	7 pupils with an average progress in writing of 7.9 steps  (expected progress at this stage is 6 steps)  <b>(43% of children are SEND)</b>
TA Intervention Training - update	£540	1 <sup>st</sup> class @ number intervention training update and new materials - to support the continued delivery of the intervention in accordance with the new Curriculum and Programmes of Study.	To support accelerated progress and close the gap in maths. To make accelerated progress against the cohort.	9 pupils were involved in this intervention. 67% of the pupils (6 out of 9) made over 1 years progress in 4 months as determined by sandwell testing.  <b>(78% of children are SEND)</b>
TA Intervention Training	£1000	Training in Success @ Arithmetic: Number Sense Intervention and Materials.	TAs can deliver a more specific and structured maths intervention to ensure expected or accelerated progress for KS2 pupils targeted.	Pupils made average progress of 10 months in 4 months of intervention time, as measured by the Sandwell Test.  <b>(100% of children are SEND)</b>
Achievement for all Programme	£3075  (£7150 over two years)	To identify any barriers to learning for specific focus children and agree actions to reduce or eliminate these barriers.	To support accelerated progress and close the gap in writing, reading and maths. To make accelerated progress against the cohort.	<b>50% of 12 target children are SEND.</b>  Reading: 58% of focus children have made 6 steps progress or more.

				<p>(Reading: 83% of focus children have made 5 steps progress or more)</p> <p>Writing: 42% of focus children have made 6 steps progress or more. (Writing: 75% of focus children have made 5 steps progress or more)</p> <p>Maths: 50% of focus children have made 6 steps progress or more. (Maths: 92% of focus children have made 5 steps progress or more)</p>
Play Therapy	£600	To support children with emotional literacy, behaviour or mental health problems through personalised play sessions.	To enable a child to more easily fulfil their potential by providing therapy around the areas and issues that are causing them distress or proving to be the greatest barrier.	Overall the behaviour of this child has calmed and the child's transition between home and school in the mornings has significantly improved; with them accessing lessons in the morning at the correct time.
Strategic planning and monitoring of disadvantaged children	£6000	Inclusion Manager - a proportion of management time, across the year.	<ul style="list-style-type: none"> <li>• Strategic planning</li> <li>• Liason with parents</li> <li>• Provision of emotional support for individual pupils</li> <li>• Pupil progress meetings</li> </ul>	<p><b>Progress of DP children:</b></p> <p><b>Reading:</b> There was expected progress in Y1, Y5 and Y6. Progress in reading was less than expected in Y2, Y3 and Y4.</p> <p><b>Writing:</b></p>

				<p>Progress was above expected in Y1 and Y5.  Progress in writing was less than expected in other years.</p> <p><b>Maths:</b>  There was expected progress in Y1 and Y6.  Progress in maths was less than expected in other years.</p>
	<p><b>Current Total:</b>  <b>£33 275</b></p>			