

Disadvantaged Children Planning: 2017/18 – Summer Term

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 academic year 2017-18, 27 children (9% 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 £37, 380 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.

Barriers to learning:

- Regular parental engagement, especially for families we don't see on a regular basis.
- 29% of our disadvantaged children are also on the SEND register.
- An increasing number of children are entering EYFS with gaps in their speech and language, providing for a lower starting point.
- Attendance of particular disadvantaged children still presents as a barrier, despite efforts to address this.

Pupil premium used for	Amount allocated	Summary of the intervention or action	Intended outcomes	Impact measured at July 2018
<p>Diminishing Differences – Y6 AHT Working with focus children within lessons</p> <p>Running through to end of Spring 1 only.</p>	<p>Teacher A: £4000:</p> <p>Running through to end of Spring 1 only</p>	<p>AHT focuses on disadvantaged children and works alongside Y6 teachers in the classroom to deliver focus group teaching weekly.</p>	<p>To support accelerated progress and diminish differences in writing, maths and reading. To make accelerated progress against the cohort.</p>	<p>Impact measured at Spring data drop: Progress in: Reading: 5.8 steps (cohort – 5.5) Writing: 6.6 steps (cohort – 5.6) Maths: 6.8 steps (cohort – 5.8)</p> <p>(Expected steps is 4.5)</p>
<p>Diminishing Differences – Phase Y3/4: Inclusion Leader working with focus children within English lessons</p> <p>Running through to end of Spring 1 only.</p>	<p>Teacher B: £4000</p> <p>Running through to end of Spring 1 only.</p>	<p>Inclusion Leader focuses on disadvantaged children and works alongside Phase 3/4 teachers in the classroom to deliver focus group teaching weekly.</p>	<p>To support accelerated progress and diminish differences in writing. To make accelerated progress against the cohort.</p>	<p>Impact measured at Spring data drop: Progress in: Reading: 4 steps (cohort – 4.3) Writing: 4 steps (cohort – 4.5) Maths: 4 steps (cohort – 4)</p> <p>(Expected steps is 4.5)</p>
<p>Before / after school booster groups: Greater depth maths</p>	<p>Teacher C: £500</p> <p>Duration of One Term</p>	<p>Year 6 booster sessions outside of regular school hours to support children in the preparation for SATs, with a focus on targeting disadvantaged children within these boosters.</p>	<p>To support accelerated progress in maths to help children achieve greater depth in end of year SATS assessments.</p>	<p>Average steps progress is 6.9 steps (expected is 6). All children in this group achieved the expected standard in their SATS.</p>

Before / after school booster groups: Expected standard in maths reasoning	Teacher D: £500 Duration of One Term	Year 6 booster sessions outside of regular school hours to support children in the preparation for SATs, with a focus on targeting disadvantaged children within these boosters.	To support accelerated progress in maths to help children achieve Age Related Expectations in end of year SATS assessments.	Average steps progress is 6.4 steps (expected is 6). All children in this group achieved the expected standard in their SATS.
Before / after school booster groups: Expected standard in maths	Teacher E: £500 Duration of One Term	Year 6 booster sessions outside of regular school hours to support children in the preparation for SATs, with a focus on targeting disadvantaged children within these boosters.	To support accelerated progress in maths to help children achieve Age Related Expectations in end of year SATS assessments	Average steps progress is 7.6 steps (expected is 6). Five children in this group achieved the expected standard in their SATS.
Before / after school booster groups: Expected standard in maths	Teacher F: £500 Duration of One Term	Year 6 booster sessions outside of regular school hours to support children in the preparation for SATs, with a focus on targeting disadvantaged children within these boosters.	To support accelerated progress in maths to help children achieve Age Related Expectations in end of year SATS assessments	Average steps progress is 8.2 steps (expected is 6). All children in this group achieved the expected standard in their SATS.
Targeted LSA	£2515	LSA that focuses on the progress of disadvantaged children at the end of Key Stage. (Year 6)	To ensure that disadvantaged children reach Age Related Expectations at the end of Year and make accelerated progress.	Progress of the disadvantaged children in Year 6 was above cohort and expected in Reading, Writing and maths: Reading: steps progress was 6.8 (cohort was 6.6) Writing: 7.8 (cohort was 7.1) Maths: 7.8 (cohort is 7.1)

				(Expected progress is 6 steps)
Home School Link Worker	£2000	<p>Support for parents where children are vulnerable due to home-life difficulties. Identification and removal of barriers for those children and families where possible.</p> <p><i>The DFE report 2010 'Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation.'</i></p>	<p>Pupils will be better supported at home. Improved attendance and behaviour. Increased parental engagement and communication between parents and school.</p>	<p>During the Spring and Summer Term:</p> <p>Number of families worked with: 18 Number of referrals made to outside / external agencies: 34 Parent evaluation forms received indicate that the HSLW service has made a difference to their family.</p>
Support for school visits including residential trips & access to before and after school clubs / swimming lessons	Projected spend across year: £2500	<p>Access to a range of school visits for all pupils – day and residential. Free access to clubs, including breakfast club or more specific curriculum linked clubs.</p>	<p>Enhance learning opportunities Build self-esteem and social skills. Access to a broad curriculum and raised self- esteem. Calm and nutritious start to the day leading to higher self-esteem and improved access to learning</p>	<p>All PP children are able to access all school trips including residential visits. All PP children are able to access clubs.</p>
Speech Link	£762	<p>It is essential to target any language needs as soon as possible. All Reception children will be assessed using this fun computer programme in the first half of term, and any children showing areas of</p>	<p>The language link programme will help the development of skills essential to support literacy and raise attainment.</p>	<p>As a result of screening across KS1 interventions around speech and language were run in Y1 with 12 children targeted in all.</p>

		<p>misunderstanding will receive targeted support and parents will receive ideas and games to support them at home.</p> <p>Children across the rest of KS1 who present with Speech and Language concerns will also be assessed.</p>	<p><i>The Sutton Trust, (2010) reported that statistically the gap between disadvantaged children and their peers upon entering school can be large, particularly with regard to vocabulary. Typically low income children lag behind high income children by sixteen months in this area. The gaps in language are much larger than gaps in other cognitive skills.</i></p>	
Strategic planning and monitoring of disadvantaged children	£6000	Inclusion Manager - a proportion of management time, across the year.	<ul style="list-style-type: none"> • Strategic planning • Liason with parents • Provision of emotional support for individual pupils • Pupil progress meetings 	<p>Progress of DP children:</p> <p>Reading: Progress was above expected in Y1 and Y6. There was expected progress in Y4 and Y5. Progress in reading was less than expected in Y2 and Y3.</p> <p>Writing: Progress was above expected in Y1 and Y6. There was expected progress in Y4. Progress in writing was less than expected in other years.</p> <p>Maths:</p>

				<p>Progress was above expected in Y1, Y4 and Y6. Progress in maths was less than expected in other years.</p>
Emotional Literacy Support Assistants (ELSA)	£4000	Part-time ELSA's support children with a range of challenges, allowing them to access learning with a reduced level of anxiety.	<p><i>Government research has shown, (Public Health England Briefing, 2014) that: 'education and health are closely linked. So promoting the health and wellbeing of pupils and students within school and colleges has the potential to improve their educational outcome and their health and well-being outcomes'.</i></p> <p>This is the outcome we want for our emotionally vulnerable children. Without these needs being met they are less likely to fulfil their potential and accelerate learning.</p>	<p>Ofsted Report November 2017: <i>"much of the school's work to promote pupils' welfare and development is effective. Leaders make sure that pupils who require support to maintain strong emotional well-being are supported well. Pupils especially praised the work of the educational learning and support assistants (ELSAs), with one saying: 'The ELSAs have helped me to stand up for myself. I'm much more confident now.'</i></p>
Lunchtime Nurture Club	£1050	A quiet and safe space is created at lunchtimes for vulnerable and disadvantaged children. Attendance is by invitation only and children can use the facility if they wish.	For vulnerable and disadvantaged children to have to option to play in a quieter space and talk with our ELSA who runs the club in order for them to feel ready to access learning in the afternoon and to reduce any anxieties that may have built up over the course of the day.	A number of disadvantaged children across the school access the club on a regular basis. Children report that they enjoy the club and value its availability.

SATS Revision book bundle	£150	To ensure the DP children all have access to the revision books being offered for purchase to all the Y6 children. Books to be sent home with the five DP Y6 children automatically.	The DP children will all have the opportunity to revise at home and practice the skills they need to prepare for their Y6 SATS.	Progress of the disadvantaged children in Year 6 was above cohort and expected in Reading, Writing and maths: Reading: steps progress was 6.8 (cohort was 6.6) Writing: 7.8 (cohort was 7.1) Maths: 7.8 (cohort is 7.1) (Expected progress is 6 steps)
Youth Mental Health First Aid Training	£150	Training for one of our HLTA who works primarily in KS2. The course teaches them to listen, reassure and respond, even in a crisis. It provides the tools to have difficult conversations, and to create a mentally healthy, supportive environment in the school. As an HLTA working amongst the older children it offers a trained set of eyes to look for signs of poor mental health and alert other staff members to allow early intervention and support to be arranged.	To allow our emotionally vulnerable children to be able to fulfil their potential and accelerate learning without the barrier of undiagnosed poor mental health holding them back.	This course was undertaken towards the end of the school year and therefore the impact is still to be measured.
	Current Total:	29,127		