

## **Disadvantaged Children Planning: 2017/18 – Proposed Spending to date**

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, 25 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 £34, 740 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 December 2017
Diminishing Differences – Y6 AHT Working with focus children within lessons	Teacher A: £6000	AHT focuses on disadvantaged children and works alongside Y6 teachers in the classroom to deliver focus group teaching weekly.	To support accelerated progress and diminish differences in writing, maths and reading. To make accelerated progress against the cohort.	
Diminishing Differences – Phase Y3/4: Inclusion Leader working with focus children within English lessons	Teacher B: £6000	Inclusion Leader focuses on disadvantaged children and works alongside Phase 3/4 teachers in the classroom to deliver focus group teaching weekly.	To support accelerated progress and diminish differences in writing. To make accelerated progress against the cohort.	
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>	Pupils will be better supported at home. Improved attendance and behaviour. Increased parental engagement and communication between parents and school.	
Support for school visits including residential trips &	Projected spend across year: £1500	Access to a range of school visits for all pupils – day and residential.	Enhance learning opportunities Build self-esteem and social skills. Access to a broad curriculum and	

access to before and after school clubs		Free access to clubs, including breakfast club or more specific curriculum linked clubs.	raised self- esteem. Calm and nutritious start to the day leading to higher self-esteem and improved access to learning	
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 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>The language link programme will help the development of skills essential to support literacy and raise attainment.</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"> <li>• Strategic planning</li> <li>• Liason with parents</li> <li>• Provision of emotional support for individual pupils</li> <li>• Pupil progress meetings</li> </ul>	
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.	<i>Government research has shown, (Public Health England Briefing, 2014) that: 'education and health are closely linked. So promoting</i>	

			<p><i>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><b>Current Total: £26,262</b></p>			