

## **Disadvantaged Children Planning: 2018/19 – Impact at July 2019.**

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 2018-19, 28 children (11% of the school) are eligible for Pupil Premium Funding and therefore classified as disadvantaged children. The school was allocated £1320 for each child, (£2300 for ex-looked after children). The table below outlines how the £39, 900 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 Education Endowment Foundation.

### **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.
- 36% 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.

<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 July 2019</b>
Diminishing Differences – Y3 AHT Working with focus children within lessons	Teacher A: £6000:	AHT focuses on disadvantaged children and works alongside Y3 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.	Impact measured at July data drop: (5 DP children)  Progress in: Reading: 6.0 steps (cohort – 5.3) Writing: 3.3 steps (cohort – 5.0) Maths: 6.0 steps (cohort – 5.5)  (Expected steps is 6)
Before / after school booster groups: Greater depth maths	Teacher C: £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 greater depth in end of year SATS assessments.  To offer an increased opportunity for individual feedback.	1 pupil – surpassing 4 pupils – expected 2 pupils - WTS 1 pupil – Pre-Key Stage  Above 8 DP children: 4 SEND 1 ex-CLA 1 pupil missed a whole year of school due to family round the world trip
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.  To offer an increased opportunity for individual feedback.	
Before / after school booster groups: Expected standard in maths	Teacher E: £500	Year 6 booster sessions outside of regular school hours to support children in the preparation for	To support accelerated progress in maths to help children achieve Age	

	Duration of One Term	SATs, with a focus on targeting disadvantaged children within these boosters.	Related Expectations in end of year SATS assessments  To offer an increased opportunity for individual feedback.	
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  To offer an increased opportunity for individual feedback.	
Targeted LSA x 2	£2515  £10000	LSA's that focus on the progress of disadvantaged children at the end of Key Stage. (Year 6)  One LSA: two mornings a week – targeted writing conferencing  One LSA: four days a week – focus on challenging and supporting the progress of DP children across the core areas.	To ensure that disadvantaged children reach Age Related Expectations at the end of Year and make accelerated progress.	Impact measured at July data drop: (8 DP children)  <b>Writing:</b> 5 – exp 2-WTS 1 - PKS  <b>Reading:</b> 2 – Sur 3- exp 2 – WTS 1 - PKS  <b>Maths:</b> 1 – sur 4 – exp 2 - WTS 1 - PKS

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>The Home School Link Worker worked with the families of 12 of the 28 DP children.</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	£330	<p>It is essential to target any language needs as soon as possible. All Reception children and key KS1 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</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</i></p>	<p>3 children identified with gaps in EYFS following screening – interventions ongoing.</p>

		will receive ideas and games to support them at home.	<i>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>	
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>• Liaison 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>  Progress was above expected in Y1 and Y5.  There was expected progress in Y3.  Progress in reading was less than expected in Y2 and Y4.</p> <p><b>Writing:</b>  Progress was above expected in Y1 and Y6.  There was expected progress in Y4 and Y5.  Progress in writing was less than expected in Y2 and Y3.</p> <p><b>Maths:</b>  Progress was above expected in Y6.  There was expected progress in Y1, Y2, Y3, Y4 and Y5.</p>

Emotional Literacy Support Assistants (ELSA) and associated resources	£4100	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>HMI Monitoring Visit November 2018:</p> <p><i>'The social and emotional well-being of these pupils is supported very well by the school. Additional support such as the home-school link worker and the emotional literacy support assistants ensure that pupils feel safe and well cared for.'</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	£336	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.	<p>Impact measured at July data drop: (8 DP children)</p> <p><b>Writing:</b> 5 – exp</p>

				<p>2-WTS 1 - PKS</p> <p><b>Reading:</b> 2 – Sur 3- exp 2 – WTS 1 - PKS</p> <p><b>Maths:</b> 1 – sur 4 – exp 2 - WTS 1 – PKS</p>
Spell checkers	435	Spell checkers are purchased to be used within KS2 and with specific children; particularly those for whom dyslexia is a barrier to learning.	To ensure that DP children have access to supportive wave 1 resources within the classroom to facilitate their learning and allow barriers to be removed.	
Play Therapy: Cost of one fully qualified play therapist and the supervision costs of one trainee play therapist	1000	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.	Ongoing
Transition project at Secondary school	150	A transition project providing the children with an opportunity to attend 4 additional meetings in their new secondary setting and to discuss anxieties and concerns with fellow peers.	To enable the children to transition to their secondary setting with greater confidence and less anxiety; allowing them to engage in their learning quickly and securely.	All DP children transitioned well to secondary school and reports indicate they all settled successfully.
	<b>Current Total:</b>	£38, 416		

