

Disadvantaged Children Planning: 2019/20 – Impact at July 2020

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 2019-20, 25 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 £35, 940 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.
- 30% 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.
- **During the covid period, physical contact with some of disadvantaged families has not been possible. Regular phone contact has been maintained by staff and the HSLW.**

Pupil premium used for	Amount allocated	Summary of the intervention or action	Intended outcomes	Impact measured at July 2020 or March 2020 where not possible (pre-covid)
Targeted LSA x 2	£2515 £10 000	<p>LSA's that focus on the progress of disadvantaged children at the end of Key Stage. (Year 6)</p> <p>One LSA: two mornings a week – targeted writing conferencing</p> <p>One LSA: four days a week – focus on challenging and supporting the progress of DP children across the core areas.</p>	To ensure that disadvantaged children reach Age Related Expectations at the end of Year and make accelerated progress.	<p>Impact measured at March data drop: (4 DP children) Expected steps from baseline: 4.5</p> <p>Writing: 5.0 (cohort: 5.2)</p> <p>Reading: 5.3 (cohort: 5.0)</p> <p>Maths: 5.3 (cohort 5.1)</p>
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</i></p>	Pupils will be better supported at home. Improved attendance and behaviour. Increased parental engagement and communication between parents and school.	<p>The Home School Link Worker worked with the families of 15 of the 25 DP children over the course of this year.</p> <p>Over the Covid period, the HSLW has supported 11 families on a weekly basis and between 5 and 10 more additional families for specific concerns at any one time. Impact has been that a number of these families</p>

		<i>after all other factors shaping attainment have been taken out of the equation.'</i>		have sent their children back into school.
Support for school visits & access to before and after school clubs, including breakfast club.	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 curriculum linked clubs.	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	All PP children are able to access all school trips including residential visits. All PP children are able to access clubs.
Speech Link	£330	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 will receive ideas and games to support them at home.	The language link programme will help the development of skills essential to support literacy and raise attainment. <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>	Impact cannot be measured due to covid period.
Strategic planning and monitoring of disadvantaged children	£8000	Inclusion Manager - a proportion of management time, across the year.	<ul style="list-style-type: none"> • Strategic planning • Liaison with parents 	Progress of DP children (according to March data) Reading:

			<ul style="list-style-type: none"> • Provision of emotional support for individual pupils • Pupil progress meetings 	<p>Progress was above expected in Y6, Y5 and Y2. There were no DP pupils in Y1.</p> <p>There was expected progress in Y4.</p> <p>Progress in reading was less than expected in Y3</p> <p>Writing: Progress was above expected in Y6, Y5 and Y2. There were no DP pupils in Y1.</p> <p>Progress in writing was less than expected in Y3 and Y4</p> <p>Maths: Progress was above expected in Y6, Y5 and Y2.</p> <p>Progress in maths was less than expected in Y3 and Y4.</p>
Emotional Literacy Support Assistants (ELSA) and associated resources	£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 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>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</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><i>assistants ensure that pupils feel safe and well cared for.'</i></p> <p>During the Covid period, ELSA's have supported DP and vulnerable children virtually through the Purple Mash platform and through phone calls and correspondence. Positive feedback from parents.</p>
Lunchtime Nurture Club	£1500	<p>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.</p>	<p>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.</p>	<p>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.</p>
SATS Revision book bundle	£100	<p>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.</p>	<p>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>	<p>Impact measured at March data drop: (4 DP children)</p> <p>Expected steps from baseline: 4.5</p> <p>Writing: 5.0 (cohort: 5.2)</p> <p>Reading: 5.3 (cohort: 5.0)</p> <p>Maths: 5.3 (cohort 5.1)</p>

Play Therapy: Cost of one fully qualified play therapist and the supervision costs of one trainee play therapist	1500	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.	Incomplete therapy period due to covid for the trainee play therapist. The fully qualified play therapist, working with a DP child, continued virtual online play therapy via zoom which the school facilitated whilst the child was attending school. Positive feedback from parent and child.
Teacher of Alpha class	6000	Teacher working with group of 10 underachieving children for the whole morning, twice a week: 50% of the children were DP children.	To support accelerated progress and diminish differences in writing, reading and maths.	The impact of this is hard to measure as the intervention period has not been completed due to covid. Prior to Covid, classteachers reported a positive change in attitude to learning from the DP children in Alpha class.
Education Psychology Assessment	650	To provide intervention support for a vulnerable pupil.	To allow the school to quickly identify and target a child's barriers for learning and ensure progress.	Barriers have been identified and targets will be actioned upon school closure period ending.
	Current Total:	£38 095		

During the Covid Period:

- 13 (52%) of the 25 DP children regularly attended school (52%).
- Food parcels were dropped off by staff weekly to those remaining pupil premium children not in school.

- Regular welfare calls from DSLs and HSLW to DP families.
- Laptops were loaned to some of the DP children to allow them to access remote learning at home.
- Taxis organised to allow some key DP children to attend school and / or used to drop off food parcels.