

Disadvantaged Pupil Strategy : Review of expenditure

Previous Academic Year

2018-2019

i) Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
<p>1. Disadvantaged pupils and Y6 will achieve in line with their peers nationally in reading, writing and maths</p> <p>2. The percentage of disadvantaged children reaching GLD in the EYFS will be in line with their peers nationally</p> <p>3. The percentage of disadvantaged pupils passing the phonic screen in Y1 will be in line with their peers nationally</p> <p>4. Disadvantaged pupils will continue to achieve in line with their peers nationally at the end of Y2</p>	<p>A: Teachers to all use feedback sheets to record key issues from classes. Pupil Premium TAs give targeted feedback to those PP children on a regular basis</p> <p>B: Tracking pupils' progress from key assessment points recorded on stickers in the back of books ensures that disadvantaged children who are not on track are identified and targeted interventions are planned and carried out</p> <p>C: Reading Plus computer program for targeted HA pupils in Y5 and Y6</p> <ul style="list-style-type: none"> 37% of Reading Plus cohort are disadvantaged children <p>Use of RM Easimaths, Times Tables Rockstars to engage all learners and maximise progress in maths</p> <p>D: Continuation of weekly DERIC sessions for reading comprehension across the school and focussed CPD for staff on teaching reading. Purchase of new reading resources to promote this</p> <p>E: Introduction of speed reads to increase fluency in children. Any disadvantaged children not on track or making sufficient progress are targeted for intervention</p> <p>F: Targeted intervention in maths including the use of Every Child Counts</p> <p>G: English and maths leads to attend DCC CPD sessions to identify ways to further support Disadvantaged pupils across the school. Relevant material disseminated to teachers and TAs through CPD programme</p> <p>H: Disadvantaged Pupils lead to attend county and national conferences to ensure best practice is being adhered to. Relevant material disseminated to teachers and TAs through CPD programme. Particularly through PP TAs half termly meetings</p>	<p>1. 44% of cohort are Disadvantaged (16% Christchurch / 25% BCP) 46% of Disadvantaged cohort had SEN of those without SEN 62% in Reading (74% of emerging National) 77% in Writing (83% of emerging National) 92% in Maths (80% of emerging National) 0.5 age standardised score above National / 0.45 progress</p> <p>2. Only 2 children identified as PP in EYFS 50% of Disadvantaged children in EYFS achieved GLD- the other child has SEN Early identification set as key priority for 2019-2020</p> <p>3. 20% of children in Y1 identified as PP 50% of pupils meeting expected standard (71% National) BLAST programme in EYFS 2019-2020 / Read Write Inc across EYFS and KS1 (targeted KS2 children)(begun in Summer '19- progress already seen though not reflected in results Early intervention for phonics planned</p> <p>4. 38% of children in Y2 identified as PP 50% Reading (62% National) 44% Writing (55% National) 67% Maths (62% National) RWM combined – attainment maintained from EYFS to KS1 94% (72% BCP)</p>	<p>A: Teaching and Learning Review evidence shows efficacy of feedback sheets Look to formalise the feedback through Disadvantaged TA by facilitating TAs to attend PPA sessions</p> <p>B: Acknowledged as good practice by various visitors to the school – SIP, SLE</p> <p>C: Reading Plus and RM Easimaths will not continue as the evidence collected by both the English and Maths Leaders was inconclusive about whether enough progress was being made by all groups to justify costs</p> <p>D: Further embedding DERIC sessions – further bespoke training for staff identified by Teaching and Learning reviews / English Leaders monitoring</p> <p>E: Speed reads to continue. Further intervention to be planned for those not making sufficient progress</p> <p>F: Although progress made with first cohort of children, Maths lead to work with SLE and TAs delivering the programmes to maximise the progress moving forward. TAs delivering programme to be ring fenced where possible</p> <p>G: English and Maths leads to continue to attend appropriate training with BCP (or other providers where necessary)</p> <p>H: Disadvantaged Pupils Lead to continue to attend training</p>	<p>£5,745</p>

ii) Targeted Support

Desired outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
<p>1. Disadvantaged pupils and Y6 will achieve in line with their peers nationally in reading, writing and maths</p> <p>2. The percentage of disadvantaged children reaching GLD in the EYFS will be in line with their peers nationally</p> <p>3. The percentage of disadvantaged pupils passing the phonic screen in Y1 will be in line with their peers nationally</p> <p>4. Disadvantaged pupils will continue to achieve in line with their peers nationally at the end of Y2</p> <p>5. Greater parental engagement for targeted disadvantaged children</p>	<p>A: DHT to release Y6 teachers to conference with pupils two afternoons per week to review targets and respond to QLA from testing / other assessments and accelerate progress across the cohort Disadvantaged pupils targeted in this process.</p> <ul style="list-style-type: none"> 43% of children for intervention are disadvantaged pupils <p>B: Half termly pupil progress reviews between every class teacher and SLT to rigorously monitor progress of individual pupils in reading, writing and maths. These meetings will use FFT data to ensure rapid progress. Barriers to learning will be identified and actions agreed to subsequently overcome these. Allocation of Teaching Assistants will be evaluated and allocated based on pupil need as a result of these reviews and bespoke interventions planned to address group and individual needs.</p> <p>C: Two skilled Pastoral Care Workers will support children whose EBD needs prevent them accessing learning effectively.</p> <p>D: ELSA interventions led by two trained TAs</p> <p>E: Nominated TA in each year group to act as 'champion' for disadvantaged children the year group</p> <p>F: Teaching assistants in each year group are aware of the Disadvantaged pupils and run same day interventions to ensure accelerated progress</p> <p>G: Parents of children targeted through AfA programme have structured conversations</p> <p>H: Parent Coffee mornings led by pastoral support team once a month</p>	<p>1. 44% of cohort are Disadvantaged (16% Christchurch / 25% BCP) 46% of Disadvantaged cohort had SEN of those without SEN 62% in Reading (74% of emerging National) 77% in Writing (83% of emerging National) 92% in Maths (80% of emerging National) 0.5 age standardised score above National / 0.45 progress</p> <p>2. Only 2 children identified as PP in EYFS 50% of Disadvantaged children in EYFS achieved GLD- the other child has SEN Early identification set as key priority for 2019-2020</p> <p>3. 20% of children in Y1 identified as PP 50% of pupils meeting expected standard (71% National) BLAST programme in EYFS 2019-2020 / Read Write Inc across EYFS and KS1 (targeted KS2 children)(begun in Summer '19- progress already seen though not reflected in results Early intervention for phonics planned</p> <p>4. 38% of children in Y2 identified as PP 50% Reading (62% National) 44% Writing (55% National) 67% Maths (62% National) RWM combined – attainment maintained from EYFS to KS1 94% (72% BCP)</p>	<p>A: DHT to continue to release Y6 teachers in the all three terms rather than just the Spring term. Focus to shift to Year 5 in second half of Summer term</p> <p>B: Pupil Progress meetings to continue but to be further linked to Teaching and Learning reviews Initial Pupil Progress meetings to be held in the first two weeks of term to identify target children who have fallen behind from previous key assessment points or whose age standardised scores do not support Teacher Assessments</p> <p>C: One Pastoral Care Workers to continue in role although second has secured a role elsewhere. Lack of funds due to falling roll may mean not replacing role</p> <p>D: ELSA to continue with targeted – New ELSA role to be advertised internally giving a second ELSA to support further children</p> <p>E: Nominated Disadvantaged Pupils TAs to embed their roles within year groups</p> <p>F: Supporting Disadvantaged Pupils to form part of TA training over the course of the year</p> <p>G: AfA programme not to continue due to lack of funding, however Structured conversation element of the programme to continue to be used where appropriate</p> <p>H: Parent Coffee Mornings to continue – experiments with timings and locations to develop. New parents to the school to be targeted in Autumn 1</p>	<p>£138,383.42</p>

iii) Other Approaches

Desired outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
<p>1. Disadvantaged pupils will have access opportunities that will encourage both physical and mental health.</p>	<p>A: *1 counsellor employed 0.2, 1 play psychotherapist employed 0.2 and 1 play psychotherapist employed 0.4 to improve children's mental health, resilience and self-esteem.</p>	<p>1. <i>Disadvantaged children represented proportionally in all counselling, play psychotherapy</i></p> <p><i>All children (including disadvantaged and non disadvantaged) who received counselling or therapy made progress as measured by teacher assessments / entry-exit assessments</i></p> <p><i>Develop further with tracking of standardised progress</i></p>	<p>A: <i>Play Psychotherapist to be maintained at 0.4</i></p> <p><i>Children to be carefully targeted by SENCO and Play Therapist. Regular assessments and discussions to decide on where the therapy is best targeted</i></p> <p><i>Counsellor has secured another role elsewhere and because of falling role and budget the role will not be replaced directly although other possibilities to be explored and a further ELSA will be trained</i></p>	<p>£31,785.61</p>
<p>2. No disadvantaged pupil will be excluded from an activity and all children will be offered equal opportunities</p> <p>3. Disadvantaged pupils will have access opportunities that will encourage both physical and mental health.</p> <p>4. Disadvantaged pupils will attend school at least 96% of the time.</p>	<p>B: Residential trips will be reduced in cost, in line with the school's Charging and Remissions Policy' to ensure all children are able to attend.</p> <p>C: Disadvantaged pupils will also be offered one item of uniform at no charge per year.</p> <p>D: Children will have proportionate access to all extracurricular clubs that are offered.</p> <p>E: Children to have 50 things to do before you leave Somerford booklet</p> <p>F: School to offer a subsidised breakfast club 5x days a week to all pupils in the school to encourage regular attendance and good punctuality. School to work with Magic Breakfast charity to further enhance provision</p> <p>G: Free milk offered to children at lunch time.</p> <p>H: Pastoral Care worker to be responsible for ensuring good daily attendance. Buy into support and work closely with the attendance team (including truancy sweeps)</p> <p>I: The school will respond to the specific needs of individual disadvantaged pupils as appropriate e.g. providing additional resources, support or experiences (tablet for a child etc.)</p>	<p>2. <i>Children represented proportionally on both residential trips</i></p> <p><i>Additional funding sought through local charity to assist Disadvantaged Pupils to attend</i></p> <p>3. <i>Disadvantaged pupils represented proportionally in all areas of school life</i></p> <p>4. <i>An increase in the percentage attendance of Disadvantaged pupils although still not at 96%</i></p>	<p>B: <i>Continue to subsidise residential visits. Look to consolidate link with local charity to support families with equipment for Y6 residential camping</i></p> <p>C: <i>Uniform items to be continued to be offered to Disadvantaged families</i></p> <p>D: <i>Disadvantaged pupils to continue to attend after school clubs. Disadvantaged TAs to target individuals to sign up</i></p> <p>E: <i>All children to have 50 Things booklet. Experiences allocated to different year groups in Curriculum Coverage documents</i></p> <p>F: <i>Breakfast Club to continue. Maintain link with Magic Breakfast charity</i></p> <p>G: <i>Continue</i></p> <p>H: <i>Pastoral Care Worker to continue to play key role in attendance</i></p> <p>I: <i>Disadvantaged Leader to continue to look for additional bespoke solutions for individual families of children where appropriate</i></p>	