

Primary School Disadvantaged Pupil Grant Strategy 2018-19

Number of Pupils and Disadvantaged Pupil Grant (PPG) received	
Total number of pupils on roll	407
Total number and % of pupils eligible for PPG	76 (18.67%)
Amount of PPG received per pupil	£1320 x 75 PPG £2300 x 1 looked after or adopted child
Total Amount of PPG received	£99000+£2300 = £101,300

Link to School Strategic Plan	Summary of main barriers faced by eligible pupils	Aims of Disadvantaged Pupil Plan
Improve outcomes for disadvantaged and vulnerable pupils who are underperforming. b) DA attendance will improve to near 96%. c) Diminish the attendance gap between DA and national.	Attendance and punctuality	Subsidised places at Breakfast Club raise attendance and punctuality to improve DA attendance to near 96% and close the gap between DA and national for attendance.
Improve outcomes for disadvantaged and vulnerable pupils who are underperforming. a) PPM show that outcomes are improving over time especially for disadvantaged and vulnerable pupils.	Low reading, writing or maths skills	Provide additional educational support to raise the achievement of our pupils in receipt of Pupil Premium. In order to close the education gap between DA and non DA pupils, we look at best practice and research. This leads us to conclude that the most effective ways to raise attainment for all and close the gaps for the most disadvantaged are through improving the quality of provision across the board, in particular the quality of teaching in classrooms – we do this by ensuring good support in each class to rapidly address any underachievement.
	Speech and Language difficulties	
	Social Communication difficulties	
	Low self-esteem	
	Low aspiration	
Continue to embed the school's core values focusing on adult and children wellbeing. a) focus on mental and physical wellbeing. b) challenging stereotypical opinions.	Limited cultural / enrichment experiences	Make a significant impact on the education and lives of these pupils. Address underlying inequalities, as far as possible, between these pupils and others. Increasing enjoyment of and participation in all aspects of school life – we do this by subsidising a range of activities and visits.

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Improve outcomes for disadvantaged and vulnerable pupils who are underperforming. d) Support staff trained in specific interventions to ensure interventions are effective.	Special Educational Needs	Carefully considered interventions and activities to target specific needs as identified on provision maps. We do this by having additional teaching and support staff who can put on specific interventions for particular groups.
Continue to embed the school's core values focusing on adult and children wellbeing. c) Raise the profile and reputation of South Borough pupil voice. d) Continue to develop positive relationships and effective communication with parents.	Lack of family support	Work in partnership with the parents of pupils to collectively ensure the success of Disadvantaged Pupils.

Provision	Target	Cost	Lead	Impact to date
Funded and partially funded places at Breakfast Club and After School Club.	To improve attendance and punctuality, raise attainment and progress for pupils attending.	£5,000	AHT	<p><u>December 2018:</u> NSBP ready to launch in January, offering free breakfast to every child in the school. DA attendance to date is 94.5% (including reception) compared to 95.9% overall. There are 13 DA persistently absent children which equates to 17.6%, compared to 10.9% overall. We currently fund free breakfast club for 12 DA children to ensure punctuality.</p> <p><u>March 2019:</u> NSBP has been a huge success with an average of 78% of our children accessing the free bagels on the gate in the morning. We had a quality control visit from NSBP in February who praised our provision with only one</p>

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				<p>area to improve – removing the full sugar jam and replacing with sugar free, which we have since done.</p> <p>DA attendance has risen from 94.5% to 95.1% (including reception). The whole school attendance is 96.1% which means that the gap between DA and non-DA has closed from 1.4% to 1%.</p> <p><u>July 2019:</u></p>
Pastoral Support to deliver circle time and positive reflection time to vulnerable children	To provide emotional support for identified pupils, promote good engagement in class through increased levels of self-confidence.	£8,000	Senco	<p><u>December 2018:</u></p> <p>Mrs Samways has run 3 interventions in Terms 1 and 2; Positive Reflection, Quality Circle Time and Social Skills. The SDQ's at the end of the 12 sessions of Positive Reflection show that 80% (8/10) of children have made progress regarding their emotional wellbeing. Provision maps show that 66% of children achieved their targets in QCT and 100% in SS.</p> <p><u>March 2019:</u></p> <p>Mrs Samways has run 3 interventions in Terms 2 and 3; Positive Reflection, Quality Circle Time and Social Skills. The SDQ's at the end of the 12 sessions of Positive Reflection show that 100% of children have made progress regarding their emotional wellbeing.</p> <p><u>July 2019:</u></p>
Home school reading/study support resources.	Additional resources to engage identified groups of learners to raise attainment in reading. New reading scheme.	£2,000	DHT	<p><u>December 2018:</u></p> <p>New reading scheme purchased, banded and in use. Home reading raised in frequency from an average of 12 reads at this point last year, to an average of 26 reads this academic year.</p> <p><u>March 2019:</u></p> <p>Home reading has raised from an average of 36 reads per child at this time last year, to 58 reads per child this academic year.</p>

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				<u>July 2019:</u>
Workshops on the teaching of phonics, reading, maths and curriculum access for pupils.	To ensure that parents are confident in supporting the education of pupils through termly sessions with a member of staff.	£2,500	DHT	<p><u>December 2018:</u> Workshops for Maths and Phonics have run in term 1 and 2. They attracted 25 and 40 parents respectively. Parents fed back that they would like further workshops based on calculations which then ran to meet this need.</p> <p><u>March 2019:</u> Similar sessions ran in Term 3 to ensure that parents are confident with supporting their children in SATs.</p> <p><u>July 2019:</u></p>
Purchase BRP course	To close the gap in the attainment and progress between Disadvantaged Pupils and non-Disadvantaged Pupil pupils for Reading.	£5,000	HoS and Senco	<p><u>December 2018:</u> 5/5 of children met their targets in BRP provisions across the school in terms 1 and 2. At the beginning of the academic year, 48.39% of DA children were at or above the expected standard compared to 74.09% of non DA (difference of 25.7%). The gap was smaller with above the expected standard with DA at 9.68% and the non-DA at 12.96% (a difference of only 3.28%). At the end of term 2, 52.46% of DA children were at or above the expected standard compared to 80.44% of non DA. This progress in both areas has widened the gap to 27.98%.</p> <p><u>March 2019:</u> 100% of BRP children made at least the 6 months progress and some made as much as 14 months progress in the 12 weeks.</p> <p>The amount of DA children who were at or above the expected standard is now 54.2% compared to 82% of non DA (a gap of 27.8%). This gap is largely the same as last time with only a small close of 0.1%.</p>

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				<u>July 2019:</u>
Vouchers given to DA families (£65 per old term, per child) to purchase uniform and to ensure involvement in enrichment activities and school trips including educational visits, swimming lessons, music tuition etc and to empower parents to make decisions regarding their finances.	To ensure all children share the school identity through adequate provision of uniform. To ensure access to school activities and enrichment activities for PP children. Pupils will improve their experiences so will have a rich bank of experiences to support ideas for writing. Pupils are able to develop interests and talents outside the school curriculum. Parents are empowered to make financial decisions.	£7,300	AHT	<u>December 2018:</u> Voucher scheme approved in December, ready to launch in January 2019. Action: Speak to Ashdown/Parent Pay regarding the logistics of launching. <u>March 2019:</u> With the current software we use for parent payments, this is not currently a feasible approach. The £7,300 has instead been ring-fenced for paying towards school trips for DA children to ensure that they are able to access our full, broad and balanced curriculum. <u>July 2019:</u>
Subsidised places on Year 6 residential.	To ensure access to school activities and enrichment activities for PP children	£2,500	AHT	<u>December 2018:</u> £2,500 ring-fenced for the Year 6 residential in Term 6. <u>March 2019:</u> Year 6 residential is booked and children will have to pay £65 each instead of £150. <u>July 2019:</u>
Assessment and screening of pupils for Speech and Language targeted intervention groups.	Individual literacy and Speech and language programmes to address specific needs provided by staff.	£5,000	HOS and Senco	<u>March 2019:</u> BPOS groups are running with HLTA to address gaps between BPOS DA children and their peers. Small steps of progress are evident in assessment and one of the children is already able to begin a transition back to class.

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				<u>July 2019:</u>
Purchase Lego therapy training	To support DA pupils' social interaction.	£3,000	Senco	<u>March 2019:</u> Further research is being undertaken by SLT. <u>July 2019:</u>
Purchase Classroom Secrets logons	To support teachers to deliver lessons well pitched and prepared to meet the needs of all pupils.	£500	AHT	<u>December 2018:</u> Ordered, ready to use in Term 3. Staff and pupil questionnaires will evidence impact in March. <u>March 2019:</u> Staff are using some of the CS for planning and differentiation, more so in KS2. Recent book looks and learning walks suggest that lessons are well pitched and well prepared. <u>July 2019:</u>
Purchase 12 chromebooks	To close the gap in writing, especially spelling, between DA and non-DA pupils in KS2.	£2,040	Senco	<u>December 2018:</u> OTrack shows that at the start of year baseline, 42.86% of KS2 DA pupils were on track for writing, compared to 76.15% of non-DA children (a gap of 33.29%). At the end of Term 2, in KS2 81.42% of non-DA and 50% of DA are on track. This is a gap of 31.42%. There are currently 19 DA children in KS2 not on track. 5 of these are BPOS. <u>March 2019:</u> Currently 84.59% of non-DA and 53.66% of DA are on track for their writing. This is a gap of 30.93% which is a marginally smaller gap than at the end of Term 2.

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				<p>Action: Identified children to continue to use the chromebooks to support their writing.</p> <p><u>July 2019:</u></p>
Life Bus	Pupils engage in progressive curriculum building on previous learning. One week for all year groups.	£1,500	AHT	<p><u>December 2018:</u> Waiting to hear back for quotes and availability.</p> <p><u>March 2019:</u> The Life Bus is no longer operating in our area. £1,500 has instead been used for resources for our broader curriculum learning in order that the target can still be achieved.</p> <p><u>July 2019:</u></p>
Create two DA focus groups; one for parents and one for children	To ensure engagement for DA children and parents and to conference to ensure their needs are being met.	£500	AHT	<p><u>December 2018:</u> Focus groups are set up and children's tea party in the school diary for Monday 4th Feb and Parent's tea party in the diary for Monday 11th Feb.</p> <p><u>March 2019:</u> Tea parties were a huge success with 26 children represented at the Parents Tea Party. An action plan was written and all points have been discussed at SLT. Parents said they felt valued and listened to after feedback of the actions.</p> <p><u>July 2019:</u></p>
Provision of 2 additional Teaching Assistants to provide additional targeted	To raise attainment and progress across the school through intervention	£50,000	Senco	<p><u>December 2018:</u> Term 1 and 2 TA run interventions have an average success rate of 89.9% of children achieving their targets.</p>

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support throughout the school.	programmes as identified in pupil progress meetings.			<p><u>March 2019:</u> Term 2 and 3 TA run interventions have an average success rate of 85.2% of children achieving their targets.</p> <p><u>July 2019:</u></p>
Extend the outdoor learning environment, shelter and resources.	To engage children with the outdoors who may not have access to an outdoor space at home.	£6,260	AHT	<p><u>December 2018:</u> Resources purchased to ensure the outdoor classroom was ready for learning, every day in Term 1 and 2. Waiting to hear back regarding quotes for the shelter. Outdoor classroom was used successfully for free flow every morning and most afternoons in Term 1 and 2.</p> <p>Action: consider how the outdoor classroom will be best used as Year 1 move away from free-flow towards more formal teaching.</p> <p><u>March 2019:</u> The year 1 outside area is used successfully for phonics, intervention groups and freeflow for the children who still need to access it.</p> <p><u>July 2019:</u></p>

How will impact be measured?

- Termly meetings with Headteacher and lead to review impact - targets will be met by the end of the year
- Reports to Governors
- Strategy to be reviewed on a seasonal termly basis