

## Disadvantaged Strategy Statement 2018/19

<b>School St Bartholomew's CE Primary</b>				
<b>Academic Year</b>	2018/19	<b>Total disadvantaged pupil budget</b>	<b>£38200</b>	
<b>Total number of pupils</b>	108	<b>Number of pupils eligible for PP grant</b>	27	
<b>Total number of disadvantaged pupils</b>	17	<b>Number of other disadvantaged pupils</b>	10	

Pupils qualifying for Pupil Premium are defined as:

- Those registered for free school meals (or have been at any point in the last 6 years, known as Ever 6)
- Those who are classed as Looked after children (LAC)
- Those who were LAC but are not now (Post Looked after children)
- Those who are from Service Families (Ever 4)

Academic Year	Number of PP pupils	School
		% average attendance - PP pupils
2017-2018	27	96.6

1. Current attainment (2017-2018)				
	Pupils eligible for PP	All Pupils	Lincolnshire 2018	National Other 2018
<b>EYFS (2 pupils)</b>	<b>2</b>	<b>14</b>	<b>7875</b>	<b>632560</b>
<b>% of pupils achieving a Good Level of Development</b>	50%	71.4	69	71.6
<b>Y1 Phonics</b>	<b>3</b>	<b>23</b>	<b>8199</b>	<b>655630</b>
<b>% of pupils passing phonics test</b>	100%	87%	81.4	82.7
<b>KS1 (6 pupil)</b>	<b>6</b>	<b>18</b>	<b>8321</b>	<b>649320</b>
<b>% of pupils meeting expectations in Maths</b>	100%	83.3	73.6	76.1
<b>% of pupils meeting expectations in Reading</b>	100%	88.9	72.3	75.5
<b>% of pupils meeting expectations in Writing</b>	66.6%	72.2	66.9	70
<b>KS2 (4)</b>	<b>4</b>	<b>16</b>	<b>7761</b>	<b>606590</b>
<b>% of pupils meeting expectations in Maths</b>	25%	69%	71%	76%
<b>% of pupils meeting expectations in Reading</b>	75%	88%	71%	75%
<b>% of pupils meeting expectations in Writing</b>	75%	94%	76%	78%

Data 2018 for Lincolnshire and National is unverified

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers (issues to be addressed in school, such as poor oral language skills)</b>		
<b>A. Attitude to learning</b>		
<b>B. Low self-esteem</b>		
<b>C. Academic ability – READING</b>		
<b>D. Academic ability – WRITING</b>		
<b>E. Academic ability – MATHEMATICS</b>		
<b>F. Behaviour (for some pupils)</b>		
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>		
<b>G. Attendance (for some pupils)</b>		
<b>H. Resources / basic needs</b>		
<b>I. Social, emotional and mental health issues</b>		
<b>3. Desired outcomes</b>		
<b>Desired outcomes and how they will be measured</b>		<b>Success criteria</b>
<b>A</b>	<b>Attitude to learning-</b> Children will be confident learners with positive attitudes to learning. Pupils know what their next steps are in learning and how to achieve this. Pupil interviews/assessment data/pupil progress meetings	Children will share ideas, ask questions, learn from mistakes, keep trying, and apply learning in different situations – demonstrate resilience
<b>B</b>	<b>Low self-esteem-</b> Children will demonstrate increased confidence and independence in the classroom. Pupil progress meetings.	Children will feel valued and important members of the school community. Pupils will show increased responses and contributions in class.
<b>C</b>	<b>Academic ability – READING-</b> Disadvantaged pupils will make at least 5 points progress in reading from their starting points. Pupil interviews/assessment data/pupil progress meetings.	The gap between PP and non PP is closing.
<b>D</b>	<b>Academic ability – WRITING -</b> Disadvantaged pupils will make at least 5 points progress in writing from their starting points. Pupil interviews/assessment data/pupil progress meetings.	The gap between PP and non PP is closing. EYFS and KS1 Children will develop a more extensive vocabulary and language skills.
<b>E</b>	<b>Academic ability – MATHEMATICS</b> Disadvantaged pupils will make at least 5 points progress in maths from their starting points. Pupil interviews/assessment data/pupil progress meetings.	The gap between PP and non PP is closing. PP children achieve in line with non-PP children.
<b>F</b>	<b>Behaviour (for some pupils)</b> Behaviour issues are addressed in partnership with families and other agencies as necessary.	Fewer behaviour issues are recorded for disadvantaged pupils
<b>G</b>	<b>Attendance (for some pupils) –</b> The attendance of disadvantaged children improves in line with all children nationally. Termly attendance checks and prompt action taken to address drops in attendance for disadvantaged pupils.	Reduction in the no. of persistent absentees among pupils eligible for PP Attendance for all disadvantaged children is in line with national at 96%
<b>H</b>	<b>Resources / basic needs-</b> Opportunities for enrichment supported/provided. Welfare issues are addressed in partnership with families and other agencies as necessary.	Disadvantaged pupils involved in enrichment opportunities. Targeted disadvantaged pupils supported with resources or clubs. Fewer welfare issues are recorded for disadvantaged pupils
<b>I</b>	<b>Social, emotional and mental health issues-</b> Pupil and their families are provided with access to appropriate external agencies and therapies as necessary. TAC meeting notes, SDQ's	All children and families to access support to develop social and emotional skills. Pupils to have access to therapies and services which develop positive mental health.

## 4. Planned expenditure

Barriers to learning		Strategies to address the need	How will it be implemented?	Staff Lead	Cost
A	<b>Attitude to learning</b> <ul style="list-style-type: none"> <li>Having a fixed mind-set and 'can't do' attitude.</li> <li>Lack of resilience</li> <li>Lack of aspiration</li> </ul>	<ul style="list-style-type: none"> <li>Merits, house points awarded to all pupil ensuring disadvantaged pupils also receive these awards.</li> <li>Well planned transition from primary school to Secondary school. Meetings with Heads of year</li> <li>Termly meeting with pupil premium lead</li> </ul>	<ul style="list-style-type: none"> <li>Weekly celebration assemblies to celebrate the use of learning skills in lessons.</li> <li>Disadvantaged pupils to be involved with school council/ house captains</li> <li>Transition arrangements to continue from previous year.</li> <li>Measured by -Lesson observation evidence Learning walks, Pupil interviews</li> </ul>	Headteacher	£0.00
				All staff Pupil premium lead/ Yr 6 teacher	£0.00
B	<b>Low self-esteem</b> <ul style="list-style-type: none"> <li>Low self-worth</li> <li>Lack of confidence</li> </ul>	<ul style="list-style-type: none"> <li>Lego therapy</li> <li>bereavement counselling sessions</li> <li>Positive relationships between children and staff.</li> <li>Performance opportunities – dance / music shows, Key stage performances...</li> </ul>	<ul style="list-style-type: none"> <li>1 hour per week for PPL and TA to work 1:3 with disadvantaged pupils.</li> <li>Bereavement counsellor sessions with disadvantaged pupil 1:1.</li> <li>Performances (Harvest, Christmas, Spring and end of year) along with inter school music and dance performances organised and run by staff.</li> <li>Measured by –strength and difficulties questionnaires (SDQ's) and Lego questionnaires' before and after block of sessions.</li> </ul>	PPL	£600
				PPL	£0.00
C	<b>Academic ability – READING</b> <ul style="list-style-type: none"> <li>Working below age related expectations</li> <li>Reading progress slow</li> <li>Comprehension of text weak</li> <li>Lack of support / reading practise at home.</li> <li>Reluctance in reading</li> </ul>	<ul style="list-style-type: none"> <li>Reciprocal reading tuition with a teaching assistant 2-5 days per week depending on need.</li> <li>Fresh Start</li> <li>Observations and feedback given by core leaders.</li> <li>Continue to develop a love of reading – staff as role models.</li> <li>Volunteer readers encouraged and welcomed into school.</li> <li>Parent information evening on the importance of phonics as children enter school in EYFS.</li> </ul>	<ul style="list-style-type: none"> <li>Following assessments, pupils are chosen to receive BRP tuition. This intervention is carried out by teaching assistants and then monitored by English lead and PPL.</li> <li>See SDP</li> <li>Volunteers requested via our school newsletter. All volunteers to be DBS checked and receive appropriate training.</li> <li>Parents are informed about phonic packs</li> <li>TAs is timetabled to work with highlighted children who have a specific need and require appropriate provision.</li> <li>Measured by Pupil interviews/assessment</li> </ul>	Teaching Assistants / English lead	
				English lead AE	£0.00
				EYFS team	£0.00

		<ul style="list-style-type: none"> <li>Targeted support for disadvantaged pupils both in the class (core learning) and through intervention.</li> <li>Toe by Toe intervention</li> </ul>	data/pupil progress meetings	TAs	£487
<b>D</b>	<b>Academic ability - WRITING</b> <ul style="list-style-type: none"> <li>Working below age related expectations</li> <li>Weak spelling</li> <li>Poor language and communication skills</li> <li>Lack of support at home</li> </ul>	<ul style="list-style-type: none"> <li>Moderation and development of staff subject knowledge</li> <li>SALT support referrals to support pupils and to train staff.</li> <li>WELLCOMM for EYFS early identification of need.</li> <li>Targeted support for disadvantaged pupils through intervention.</li> <li>Precision teach</li> </ul>	<ul style="list-style-type: none"> <li>Staff training on speaking and listening / Speech and language delivered by SALT.</li> <li>WELLCOMM assessment programme is used within the first few weeks of September in EYFS to quickly establish those pupils who need extra input to develop their early oral skills.</li> <li>Interventions such as Lego therapy, social skills games, speaking and listening activities and speech and language support led by TAs and SALT working in the school.</li> <li>Measured by Pupil interviews/assessment data/pupil progress meetings</li> </ul>	SALT  HT TA / SALT  PPL/ Class teachers/ TAs  SLT	£600.00  Included in SALT costs/ TA costs above.
<b>E</b>	<b>Academic ability – MATHS</b> <ul style="list-style-type: none"> <li>Working below age related expectations</li> <li>Poor knowledge of place value</li> <li>Difficulties with basic mathematical concepts</li> <li>Maths progress very slow</li> <li>Lack of support at home</li> </ul>	<ul style="list-style-type: none"> <li>Using mathematical apparatus to help disadvantaged pupils understand abstract concepts.</li> <li>Targeted support for disadvantaged pupils both in the class (core learning) and through intervention.</li> <li>Y6 targeted maths intervention</li> </ul>	TAs are timetabled to work with highlighted children who have a specific need and require appropriate provision. <ul style="list-style-type: none"> <li>Measured by Pupil interviews/assessment data/pupil progress meetings</li> </ul>	Maths leader  PPL/maths lead  Class teachers/ maths lead  Class teachers/ TAs  SLT	
<b>F</b>	<b>Behaviour</b> <ul style="list-style-type: none"> <li>Negative behaviour towards others / poor social skills.</li> <li>Behavioural incidents effecting the learning in the class</li> </ul>	<ul style="list-style-type: none"> <li>Clear behaviour and reward systems in place in each class to ensure continuity and a high expectation from all.</li> <li>Persistent poor behaviour communicated home and dealt with in partnership with families.</li> <li>All staff to attend restorative practice training</li> </ul>	<ul style="list-style-type: none"> <li>Established within in school – to be maintained and monitored for consistency..</li> <li>School to become a restorative school which taking a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible</li> </ul>	SALT/TA  Led by SENDCO All staff	(as above)  Restorative practice training £300

		<ul style="list-style-type: none"> <li>Mindfulness sessions</li> </ul>	<p>to acknowledge this impact and take steps to put it right.</p> <ul style="list-style-type: none"> <li>Sessions for children to help with anger and bereavement, PTSD</li> <li>Measured by –strength and difficulties questionnaires (SDQ’s). SLT to ensure restorative justice is implemented in all classes.</li> </ul>	SENDCO	£975
<b>G</b>	<b>Attendance</b> <ul style="list-style-type: none"> <li>Persistent absentees (below 95% attendance) in disadvantaged groups.</li> </ul>	<ul style="list-style-type: none"> <li>Termly overview sheet of attendance for all pupils, year groups and vulnerable groups.</li> <li>Letter sent in termly to all families of disadvantaged pupils whose attendance was below 95% in the previous academic year.</li> <li>Pupils dropping close to 95% attendance are tracked carefully</li> <li>Phone call or face to face meeting held for parents of any pupil dropping below 90% to gather ‘the story’ and offer support.</li> <li>Persistent absentees will meet with PPL regularly.</li> <li>Gerald the Giraffe awarded each week to the class with the best attendance</li> <li>Regular attendance updates and reminders go out in the school newsletter 3 times a year.</li> </ul>	<ul style="list-style-type: none"> <li>PPL to track and monitor the attendance of all pupils including PP. Any pupils whose attendance drops close to 95% to be addressed.</li> <li>Letters and phone conversations will be used to highlight the school concern and then a face to face meeting with families is arranged if needed. Where absences are below 90%</li> <li>Strategies have been introduced to celebrate the attendance of those pupils who are in school every day throughout the term / year.</li> <li>Measured by admin staff and PPL</li> </ul>	Headteacher/ PPL  PPL/SENDCO/HT  PPL	£468
<b>H</b>	<b>Resources / basic needs</b> <ul style="list-style-type: none"> <li>Lack of proper school uniform (clothes not fitting / unwashed...)</li> <li>Lack of proper PE kit</li> <li>Lack of opportunity</li> <li>Transport to school</li> <li>Change for Life club</li> <li>Free school milk</li> </ul>	<ul style="list-style-type: none"> <li>Second hand Uniform for free for the family in extreme cases</li> <li>Regular meetings with PPL to discuss needs and barriers – support offered by school or through referring to the appropriate agency.</li> <li>EHA written to address needs and request support if necessary.</li> <li>Educational visits and residential trips subsidised throughout the school year.</li> <li>Weekly club for children who are PP Half an hour per week focusing on healthy eating and fitness</li> <li>Milk provided for all PP children</li> </ul>	<ul style="list-style-type: none"> <li>Uniform available by Headteacher and. Current provision / support is reviewed and further actions are set if the need is there.</li> <li>EHA assessment written by PPL.</li> <li>Agreed subsidy for Y6 residential to ensure all pupils can attend. Other funding given to subsidise disadvantaged pupils who are unable to contribute.</li> <li>Parents unable to get children to school. Discussion with HT</li> <li>Children to attend club at lunchtime</li> <li>Ordered by admin staff</li> </ul>	SLT  HT  PE lead  Admin	Resources/ uniform donated  clubs/ trips/ residential  £2300  £950
<b>I</b>	<b>Social, emotional and</b>	<ul style="list-style-type: none"> <li>Referral process in place for any concerns</li> </ul>	<ul style="list-style-type: none"> <li>If a class teacher / Teaching assistant is</li> </ul>	Class teachers/	£0.00

	<p><b>mental health issues</b></p> <ul style="list-style-type: none"> <li>• Disruption at home</li> <li>• Family bereavement</li> <li>• Parent mental health</li> <li>• Family illness</li> <li>• Possible child protection concerns</li> <li>• Anxiety</li> <li>• Tiredness</li> </ul> <ul style="list-style-type: none"> <li>• After school clubs and sports tournaments</li> </ul>	<p>about a pupil</p> <ul style="list-style-type: none"> <li>• Referrals to outside agencies made</li> <li>• Effective liaison and contact with outside agencies e.g. School Health Minds Nurse</li> </ul> <ul style="list-style-type: none"> <li>• 1:1 counselling/ mindfulness</li> <li>• Friends intervention</li> </ul> <ul style="list-style-type: none"> <li>• Football, choir, gardening, computer and multi skills clubs</li> </ul>	<p>concerned about a child emotional state or health, they will refer to PPL who will then work with the child / family to ascertain the support that is needed. Support that can be given in school is then organised and timetabled in. Support that requires intervention from outside agencies is sought via referrals.</p> <ul style="list-style-type: none"> <li>• Mindfulness/counselling sessions will be offered to pupils who would benefit from a block of therapy sessions and this will be timetabled into PPL time or referral made to bereavement counsellor</li> <li>• Attachment counsellor</li> <li>• PP children given priority to attend these occasions.</li> <li>• Measured TAC meeting outcomes &amp; notes by SDQ's</li> </ul>	<p>TA's/ PPL</p> <p>PPL</p> <p>PPL PE lead</p>	<p>£975</p>
<b>J</b>	<b>Enrichment</b>	<ul style="list-style-type: none"> <li>• Individual music lessons</li> <li>• Taekwondo</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion with HT</li> </ul>	<p><b>PPL/HT</b></p>	<p>£390 £195</p>

**To be reviewed September 2019**

**Sharron Thorogood August 2018**