

# Disadvantaged Pupils Strategy Plan

1. Summary information					
School	St Christopher Primary School				
Academic Year	19/20	Total DP budget	£102880	Date of most recent external DP Review	20.11.17
Total number of pupils	456	Number of pupils eligible for DP	63	Date for next internal review of this strategy	Termly

2. Attainment 18-19					
	% achieving ARE in reading, writing and maths	% making good progress in reading	% making good progress in writing	% making good progress in maths	
					<i>Pupils not eligible for DP (national average)</i>
Year 1 (4 children)	80	100	100	100	KS1 Combined RWM 66.7%
Year 2 (11 children, 3 SEN)	71	94	88	82	
Year 3 (9 children, 3 SEN)	56	44	44	56	KS2 Combined RWM 64.8%
Year 4 (11 children, 4 SEN)	20	67	58	83	
Year 5 (13 children, 5 SEN)	43	36	71	79	
Year 6 (12 children, 2 SEN)	54	23	32	61	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )

<b>A.</b>	A high proportion of DP lack resilience.
<b>B.</b>	DP speech language skills are low on entry to school compared with peers.
<b>C.</b>	DP pupils often struggle to spell high frequency words due to lack of practise, limited breadth of vocabulary to translate into speech and writing.
<b>D.</b>	DP pupils often lack mathematical methods to solve real-life problems and struggle with language associated with problems.
<b>E.</b>	35% of PP also have specific learning difficulties and are identified as having SEND .

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>F.</b>	Parental engagement with school for 25% of PP children is low resulting in pupils not reading regularly, not practising spellings, timetables or completing home learning.
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**4. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	For DP pupils to develop resilience, in both academic, sporting and social situations.	Identified children having completed Boomerang project Children observed to be showing resilience. Positive Pupil Voice Positive parental and teacher feedback
<b>B.</b>	Almost all of DP children to be rated as green in final Speechlink assessments and/or to have made significant progress from their starting points.	90% of DP children to pass phonics screening and/or to make significant progress in phonic knowledge. Speechlink assessments show strong progress in spoken language skills
<b>C.</b>	Less of a gap between DP and peers in writing. Age related vocabulary standards to be met by a high proportion of DP pupils. Pupils to be able to spell age relevant high frequency words.	DP children to show accelerated progress compared to their peers in writing in all year groups. Standards sheets to show progression against vocabulary strands. DP children to make good progress in the learning of age related spellings
<b>D.</b>	To increase the number of DP reaching ARE in maths	DP children to show accelerated progress compared to their peers in Maths in all year groups. Reasoning paper scores to have increased significantly from Autumn to Summer
<b>E.</b>	DP children, who are also identified as having SEND, to make measured progress against their individual targets.	Sequential targets in place Intervention records show progress Progress evident in data collection
<b>F.</b>	Parents to fully support home learning.	85% of grades in home learning on reports to be at least good.

5. Planned expenditure					
Academic year	£102,880				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
DP Pupils to make at least as good progress as others in Reading, Writing and Maths	Small group teaching in English, Spelling and Maths in upper KS2  High staff pupil ratio lower key stages	To use the Gaps Analysis so that the gaps in the literacy and maths skills of disadvantaged students can be identified. To target teaching to address these gaps.  All staff have a raised awareness of the barriers to learning for DP	Data tracking Monitoring of books and lessons	SMT Teachers / Teaching assistants	Termly
DP Pupils to make at least as good progress as others in Reading, Writing and Maths	Pupil progress meetings focused on raising achievement of DP	Staff to have a thorough knowledge of the progress of DP and to use this to identify strategies to accelerate progress.	Data tracking Monitoring of books and lessons	SMT Teachers	Termly
DP Pupils to make at least as good progress as others in Reading, Writing and Maths	Achievement Team meetings	Teachers to identify individual children/groups to receive focused support to accelerate progress. Staff to share and implement strategies to accelerate progress of DP	Data tracking Monitoring of books and lessons	SMT Teachers	Termly
<b>Total budgeted cost</b>					
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To reduce gaps in attainment between DP and others	One-to-one/Group tuition	Leading staff to use assessment knowledge, shared by teachers, to address gaps in learning.	Data tracking	SMT Tutors	Termly

To raise the achievement of DP children who are also identified as SEND	Small targeted group with high staff to pupil ratio	Individualised target work to ensure the progress of DP	Data tracking Monitoring and review of targets	SMT SENCo	Ongoing
To reduce gaps in attainment between DP and others	Speechlink/Language Link interventions to be implemented	Speechlink/language link assessments shown gaps in understanding and use of language.	Intervention records	SMT SENCo	Ongoing
<b>Total budgeted cost</b>					
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
For specially trained TAs to help DP in raising self-esteem, developing resilience and aspirations.	Boomerang project	A number of our DP lack resilience and have low self-esteem.	Pupil voice Staff feedback Achievement Parent feedback	SMT	End of the programme
For DP to complete home learning e.g reading and spelling, to support with their progress.	Structured conversations Homework Club	To increase engagement of parents in order to support home learning	Pupil voice Staff feedback Home learning grades increased	SMT	Termly
For children to develop skills and abilities in extra-curricular activities	Clubs	A number of our DP, in the past, have not accessed clubs due to cost or parents not registering interest	Sports coach and family support worker will ensure that DP are prioritised in registration and parents are supported with the administration	Sports coach Family support worker	Termly
To provide the opportunity for DP to learn a musical instrument and enjoy music	Specialist music tuition in Years 3 and 5  Subsidised 1-2-1 music tuition	Pupils often do not access musical instruments and tuition due to costs	Specialist teachers to teach weekly.  DP are encouraged to play an instrument and are helped financially.	SMT	Termly
To support families of DP with parenting, signposting, food banks, housing and referrals.	Family Support Worker	A number of families of DP find themselves in difficulties with housing, relationships, finance and parenting and require someone to support.	Advertise services to parents through newsletters, website, parents meetings Staff signpost families to her.	SMT	Weekly
<b>Total budgeted cost</b>					

**6. Review of expenditure****Previous Academic Year****See Pupil Premium Grant 1819**