

# Disadvantaged Pupils 2016

## Outcomes and Actions

Phase	Headline	Action for 2016-17
<b>EYFS</b>	<p><b>Headline:</b></p> <ul style="list-style-type: none"> <li>• GLD there is a gap of 25% (18% disadvantaged compared to 43% for other groups)</li> <li>• Prime - 62% at expected level of attainment</li> <li>• Specific - 19% at expected level of attainment</li> <li>• Age related expectation across all areas 62%</li> <li>• 99% expected or better progress</li> </ul> <p><b>Impact:</b></p> <p><b>Additional Reception teacher</b> (for summer term delivering reading and writing interventions)</p> <p><b>Reading:</b> 64% at age related expectation / 33% ELG</p> <p><b>Writing:</b> 62% at age related expectation / 15% ELG</p> <p><b>Maths:</b> 69% at age related expectation / 33% ELG</p> <p><i>* 99% disadvantaged pupils within the targeted groups made expected or better progress.</i></p> <p>Interventions put in place for underachieving areas.</p> <p><b>WCLT Outdoor Learning Team</b></p> <ul style="list-style-type: none"> <li>• Preschool focus group 8 pupils</li> <li>• Expected or better progress</li> <li>• 6 pupils at age related expectation in Prime Areas</li> </ul> <p><b>Parent Interventions including reading mornings</b></p> <ul style="list-style-type: none"> <li>• Preschool focus group 8 pupils</li> <li>• Expected or better progress</li> <li>• 6 pupils at age related expectation in Reading</li> <li>• 8 pupils at age related expectation in CL</li> </ul> <p><b>Extra Curricular Activities - Art + Craft / Games / Physical activity</b></p> <ul style="list-style-type: none"> <li>• Reception focus group 15 pupils</li> <li>• Expected or better progress</li> <li>• 15 met age related expectations in EAD and PD</li> <li>• 13 met ELG for EAD / 15 met ELG for PD</li> </ul> <p><b>Other specific interventions detailed on class profiles.</b></p>	<p><b>Action for 2016-17</b></p> <ul style="list-style-type: none"> <li>• From On Entry Data identify pupils who need to catch up or accelerate progress and ensure provision in class profile.</li> <li>• Target setting meetings with each class teacher to ensure disadvantaged pupils are identified and the progress to date discussed.</li> <li>• Identify any pupils who need to 'catch up' and plan provision on class profile.</li> <li>• Build on practice from previous years - continue to be a focus for targeted teaching for this group of children in order to maintain accelerated progress.</li> </ul> <p><b>Identify main areas of underachievement.</b></p> <p><b>Preschool = PSE and Physical Development Reception = Speaking / Reading / KUW</b></p> <ul style="list-style-type: none"> <li>• <b>Partnership working with Start Well Family Centre</b> to deliver PIPs Programme (Parents in Partnership) to disadvantaged groups and their parents EYFS Outcomes - PSE / CL / Reading / Writing</li> <li>• <b>Targeted keyworker interventions</b> aimed at underachieving areas e.g. Maths Month / Extra Curricular Activities with Parents EYFS Outcomes - PSE / Maths / Speaking / PD</li> <li>• <b>Doodle Sticks</b> training rolled out to all staff EYFS Outcomes - PD / Writing</li> <li>• <b>Subsidising an experiential curriculum</b> / work with WCLT - Haigh Hall practice in outdoor space (ALP's) / Active Living Team / Trips / Visits and Visitors EYFS Outcomes - PSE / KUW / PD</li> <li>• <b>CIF funding bid in partnership with SWFC</b> and Central Park - targeted physical intervention / training for staff / impact evidence based research EYFS Outcomes - PD / PSED / Speaking / Writing</li> <li>• <b>Additional Pastoral team support</b> for identified pupils at to ensure the effect of barriers to learning are reduced (attendance and planned interventions for behaviour and social skills)</li> </ul> <p><i>EYFS Inclusion Coordinator ensuring identification, provision and monitoring of SEN pupils.</i></p> <p><i>Ensure attainment and progress of disadvantaged pupils fully monitored by EYFS assessment coordinator.</i></p> <p><b>Desired Outcomes:</b></p> <p>Raised attainment across disadvantaged groups. More pupils in line with their age related expectation. Targeted groups making at least expected progress.</p>

<p><b>Year 2</b></p>	<p><b>Headline</b>  <b>Disadvantaged Pupils 2016</b>  <u><b>KS1 Attainment Reading, Writing and Maths:</b></u>  Pupil Premium 37% reached expected standard – Progress measure +10% (FFT)  0% reached the higher standard - Progress measure -1%</p> <p><b>Attainment Reading:</b>  54% reach the expected standard – Progress measure +13% (FFT)  11% reach the higher standard – Progress measure +7%</p> <p><b>Writing</b>  40% at expected standard – Progress measure +7% (FFT)  0% reach the higher standard – Progress measure -2% (FFT)</p> <p><b>Maths</b>  40% reach the expected standard – Progress measure +0% (FFT)  0% reach the higher standard – Progress measure -4% (FFT)</p>	<p><b>Action</b></p> <ul style="list-style-type: none"> <li>• Target setting meetings with each year group (Sept 2016) ensure disadvantaged pupils are identified and the progress to date discussed. Identify any pupils who need to 'catch up' and plan provision on class profile.</li> <li>• Fund standardised assessment to further support identification of pupil groups.</li> <li>• Participate in the WOWs cluster Y2 Maths project (Singapore approach). To build on the success of the Y1 project last year. (See Maths SIP)</li> <li>• Inclusion team ensure identification, provision and monitoring of SEN pupils.</li> <li>• Higher ability disadvantaged pupils identified and provision reviewed</li> <li>• Additional Pastoral team support for identified pupils at to ensure the effect of barriers to learning are reduced (attendance and planned interventions for behaviour and social skills)</li> <li>• Subsidise an experiential curriculum, with a particular focus on experiences to support writing.</li> <li>• Parental interventions and engagement (Appoint a new lead teacher to review and further develop parental engagement</li> <li>• Continue to fund Read Write Inc programme in order to further increase phonic check results from 60%</li> <li>• Ensure attainment and progress of disadvantaged pupils fully monitored by assessment team.</li> </ul>
	<p><b>Evaluation Disadvantaged Pupils (FSM in last 6 years)</b></p> <p><b>Pupil premium funded an additional teacher for 1 ½ terms to provide additional intervention for disadvantaged groups of pupils</b></p> <p><b>R/W/M</b> - Good progress for pupils attaining the expected standard</p> <p><b>Reading</b> – Good progress for pupils attaining the expected standard and the higher standard</p> <p>13 pupils received additional intervention  13 pupils met the standard or the higher standards.  By the end of Y2 Phonics re check result 77% (increased from last year)</p> <p><b>Writing</b> – Good progress for pupils attaining the expected standard  5 pupils received additional intervention  4 pupils met the standard</p> <p>More Disadvantaged pupils to attain the expected standard in maths  More Disadvantaged pupils to attain the higher standard in all subjects</p>	

<p><b>Year 6</b></p>	<p><b>Headline</b>  <b>KS2 Attainment</b>  <b>Reading, Writing and Maths:</b>  Pupil Premium 45% reached expected standard – Progress measure +14% (FFT)  0% reached the higher standard - Progress measure -1%</p> <p><b>Attainment Reading:</b>  97.9 scale score for reading – Progress measure -0.5  50% reach the expected standard – Progress measure +5% (FFT)  5% reach the higher standard – Progress measure -2%</p> <p><b>Writing</b>  65% at expected standard – Progress measure +11% (FFT)  15% reach the higher standard – Progress measure +10% (FFT)</p> <p><b>Maths</b>  99.1 scale score for maths – Progress measure + 0.2  68% reach the expected standard – Progress measure +14% (FFT)  3% reach the higher standard – Progress measure -5% (FFT)</p> <p><b>IMPACT</b></p> <table border="1" data-bbox="284 1160 818 2018"> <tr> <td data-bbox="284 1160 818 1256"> <p><b>Evaluation Disadvantaged Pupils (FSM in last 6 years)</b></p> </td> </tr> <tr> <td data-bbox="284 1256 818 1429"> <p><b>Pupil premium funded an additional teacher and teaching assistant in Y6 to teach disadvantaged group of pupils needing ‘to catch up’</b></p> </td> </tr> <tr> <td data-bbox="284 1429 818 1525"> <p><b>Impact: Good progress made by pupils in Reading/Writing and Maths</b></p> </td> </tr> <tr> <td data-bbox="284 1525 818 1697"> <p><b>Reading</b> – Good progress focus group of 12 pupils. 10 pupil’s teacher assessment met the standard, 9 of the pupils attained a scale score of 100+</p> </td> </tr> <tr> <td data-bbox="284 1697 818 1839"> <p><b>Writing</b> – Good progress focus group of 12 pupils. 10 pupil’s teacher assessment met the standard.</p> </td> </tr> <tr> <td data-bbox="284 1839 818 2018"> <p><b>Maths</b> – Good progress focus group of 11 pupils. 10 pupil’s teacher assessment met the standard, 9 of the pupils attained a scale score of 100+</p> </td> </tr> </table>	<p><b>Evaluation Disadvantaged Pupils (FSM in last 6 years)</b></p>	<p><b>Pupil premium funded an additional teacher and teaching assistant in Y6 to teach disadvantaged group of pupils needing ‘to catch up’</b></p>	<p><b>Impact: Good progress made by pupils in Reading/Writing and Maths</b></p>	<p><b>Reading</b> – Good progress focus group of 12 pupils. 10 pupil’s teacher assessment met the standard, 9 of the pupils attained a scale score of 100+</p>	<p><b>Writing</b> – Good progress focus group of 12 pupils. 10 pupil’s teacher assessment met the standard.</p>	<p><b>Maths</b> – Good progress focus group of 11 pupils. 10 pupil’s teacher assessment met the standard, 9 of the pupils attained a scale score of 100+</p>
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