Disadvantaged Children

- The school is located in an area of high social deprivation and we have a high percentage of children eligible for pupil premium, which brings some complex challenges. However, staff are committed to ensuring that these challenges are mitigated so that all pupils can reach their full potential. We believe that one of the biggest barriers for children can be poverty of expectation and we are therefore determined to create a climate that does not limit a child's potential in any way.
- At the start of every academic year the list of disadvantaged children for each class and the whole school is shared with all staff
- A colour-coded system is in place to identify these children on planning and on exercise books- this supports leaders' monitoring of disadvantaged pupils. Other groups that disadvantaged children are in are also recorded and shared with staff, particularly if they are both disadvantaged and SEND or EAL
    - **Pupil Barriers Key**
    - **SEND**, **White British**, **Pupil Premium**, **EAL**
- Children who currently take FSM are highlighted as are children new to school in the last couple of years
- Our Basket of Goods tracks the provision in place for every disadvantaged child in school. This is broken down into four categories:

PASTORAL SUPPORT															INCLUSION SUPPORT														
Breakfast Club	SATs Breakfast Club	Behaviour Support Worker Support	Time to Talk	Attendance Officer Intervention	Family Support	FAST Project (Parent support)	Team Building	Place 2 Talk	Place 2 Be	Theraputic Suppport (Cluster)	Behaviour Support (Cluster)	Family Support (Cluster)	Chat and Sketch Lunchtime Club	School Uniform Provided	Additional Support	IEP (E) IBP (B)	ALTERNATIVE PROVISION	Barnardos	STARS Team (Autism)	SENCO Intervention	EHCP	FUNDING FOR INCLUSION	IRLENS SYNDROME SCREENING	DAHIT (HEARING IMPAIRED)	STATUTORY ASSESSMENT IN PROCESS - ED PYSCH	SENIT Team	OCCUPATIONAL THERAPY	Speech and Language	EAL Intervention

ACADEMIC SUPPORT											CURRICULUM ENRICHMENT										
Right to Read Project (DePuy)	Same Day Intervention	Talk Matters Strategies	1:1 Tuition	Learning Log/ Homework Club	Phonics Group	Small Teaching Groups (Maths/Reading/Writing)	MTC Times Table Club	Accelerated Reader	Book Worm Lunchtime Club	SATS Tuition (Y6)	Drama Provision	Artist Project	Into University Support	Shakespeare Project	Bicycles	Football Academy	STEM Project	Trips/ visitors	Residentials	Musical Instruments/ Choir	After School Club Enrichment



Hugh Gaitskell PRIMARY SCHOOL

One World, One School

Disadvantaged Children

- Clubs, teams, leadership roles, children who attend after school clubs etc, are scrutinised to determine the % and number of children involved who are disadvantaged. Action is then taken to increase the % of disadvantaged children with funding support from school
- Interventions across school, are also scrutinised and informal meetings regarding disadvantaged children take place with individual teachers regarding their needs
- Quality First Teaching is a priority- Teachers are expected to ensure that appropriate interventions / support / strategies are in place to address the needs of disadvantaged children, including those more able children
- Pupil progress meetings take place in the autumn term for disadvantaged children with a key focus on FFT predictions, targets and appropriate action to close the gap (both academic and social / emotional)
- The focus of classroom observations is often provision for disadvantaged children
- Children are identified, early in the autumn term, for additional funding for visits and the Year 6 residential
- Vulnerable disadvantaged children are flagged up to the pastoral team and individual tailored support is provided where necessary
- Data that is collected termly is evaluated separately for disadvantaged children to determine progress / attainment and to identify intervention where required
- Disadvantaged children is regularly a specific group selected for work scrutiny by the SLT- the colour-coding on books helps with this
- Attendance data for disadvantaged children is tracked separately and appropriate action taken
- Case studies with a focus on disadvantaged children are produced each year

Impact:

- An increase in the percentage of disadvantaged pupils achieving EXS+ in combined reading, writing and maths at the end of KS2 since 2017
- HGPS disadvantaged pupils met the 'old' Floor Standard for progress measures (for all groups, including disadvantaged pupils with SEND).
- Progress of disadvantaged pupils in reading and maths shows an improving trend since 2017
- At 13%, the percentage of disadvantaged pupils achieving Greater Depth in reading is also at its highest since the introduction of the new SATs papers in 2016
- Whilst leaders acknowledge that attainment of disadvantaged pupils needs to improve, it is important to recognise the progress these pupils have made throughout Key Stage 2- this progress can be evident in pupils' books
- As a result of significant improvements to the quality of teaching and the implementation of Talk Matters, disadvantaged pupils are now starting to achieve well. The principles of 'Talk Matters' are embedded and used consistently across school. Environments are language rich with effective adult talk and increasingly high-quality pupil talk. Children are active listeners and skilled speakers able to respond, explain and evaluate in full sentences (limited vocabulary is the prime reason for academic failure)
- All disadvantaged pupils in UKS2 took part in the 'Into University' programme- during which they completed an engineering 'degree' at Leeds University and graduated at their own ceremony.
- KS1- Disadvantaged pupils outperformed their peers in reading and maths (the gap had also closed for writing)
- In EYFS- disadvantaged pupils outperformed those Nationally in most areas. Including:
    - A significant increase in the ATPS score for disadvantaged pupils at the end of Reception: from 31.2 in 2018 to 34.1 in 2019 (now +2.6 higher than the National average)
    - A 15% increase in the % of disadvantaged pupils achieving the expected standard in Communication and Language at the end of Reception: from 66.7% in 2018 to 81.8% in 2019 (now +10.6 higher than the National average)
- Place2Be provides ongoing counselling and emotional and therapeutic mental health services for targeted pupils.The Place2Be and Place2Talk counselling services; children self-refer to Place2Talk and the manager ensures a timely response to pupil concerns in liaison with other members of staff. Pupils are referred after being identified by SLT and the Pastoral Team during weekly inclusion meetings. All four counsellors are fully qualified, with three now nearing the end of the Level 4 Child Development.
    - A range of services are provided:
        - Place2Be, Place2Talk, Place2Think, Circle Time, Parent Work