Disadvantaged Children Strategy Statement 2020-2021

School overview

Metric	Data
School name	Thundersley Primary School
Pupils in school	475 (as of 04/11/2020)
Proportion of disadvantaged pupils	15% 71 (as of 04/11/2020) including 3 LACs
Disadvantaged children allocation this academic year	£68,583 £6256 LAC £74839 total
Catch-up funding	£9,420.00 Total to receive over the year £37,680
TOTAL FUNDING	£112,519
Academic year or years covered by statement	2020 - 2021
Publish date	November 2019
Review date	October 2020
Statement authorised by	Emma Dawson
Vulnerable children lead	Lorraine Armour
Governor lead	Charlott Peters

Disadvantaged pupil progress scores for last academic year

Measure	Score	Score
	2018 – 2019	2019 - 2020
Reading	-3.3	none
Writing	-1.7	none
Maths	-6.1	none

Strategy aims for disadvantaged pupils

Measure - Combined	Score	Score
	2018 - 2019	2019 - 2020
Meeting expected standard at KS2	75%	none
Achieving high standard at KS2	20%	none

Measure	Activity
Priority 1	To ensure all pupils have access to high quality teaching in reading, writing and mathematics across the school, including high impact interventions, where appropriate.
Priority 2	To ensure assessment practices are highly effective and provide pupils with timely and effective ways to improve their learning.

Barriers to learning these priorities address	Ensuring all staff follow the effective feedback policy and make use of other assessment techniques in school – including, question level analysis (PIXL).
Projected spending	£41,899

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (80% of vulnerable children)	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (75% of vulnerable children)	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (75% of vulnerable children)	July 2021
Phonics	Achieve 80% at expected standard in Phonics Screen (vulnerable children)	July 2021
Attendance	Improve the attendance of disadvantaged pupils to be in line with Local Authority average	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Embed high quality intervention programmes (Accelerated Reader, Lexia, Sumdog, Rock Stars, Catch up for Literacy, Lexplore, Number Stacks, Third Space) to increase engagement and key skills retention.
Priority 2	Using a secure assessment cycle to create targeted intervention for children at risk of not meeting age related expectations.
Barriers to learning these priorities address	Children not secure in key skills which is a barrier to achieving age related expectations. (This will include addressing lower starting points in EYFS, children at risk of not passing phonic screening check)
Projected spending	£26,865

Wider strategies for current academic year

Measure	Activity
Priority 1 -	To provide the opportunity for all disadvantaged children to participate fully in school life.
Priority 2	To ensure that social, emotional and behavioural barriers to learning are minimised.

Barriers to learning these priorities address	Improving attendance and readiness to learn for disadvantaged children. Providing pupils opportunities to participate in all enrichment activities where finances may be a barrier.
Projected spending	£43,755

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Enough time allocated to allow time for peer to peer coaching, professional development, pupil progress meetings.	Feed into staff, phase meetings, SLT meeting agendas. Performance management of staff to identify career aspirations and relevant support.
Targeted support	Ensuring that interventions are of high quality and additional resources become part of a teachers practice to maximise impact.	Accurate identification of children and their needs. Most effective staff delivering support. Follow assessment cycle.
Wider strategies	Engaging the families facing the most challenges including supporting attendance.	Strategic use of resources – BATIC counselling, nurture leader, attendance team. Clear systems in place.

Review: last year's aims and outcomes

Aim	Outcome
Literacy: Teachers forensic analysis of children's performance leads to lessons adapted to fit children's needs and interventions put in place resulting in accelerated progress.	2019 – 2020 (as at school close March 2020): 66% of vulnerable children in EYFS were on track to achieve GLD. 35% of vulnerable children in KS1 were on track to achieve expected standard or better in reading and in writing. 64% of vulnerable children in KS2 were on track to achieve expected standard or better in reading and 60% in writing.
Mathematics: Children in all year groups make rapid progress in mathematics and therefore attainment improves.	2019 – 2020 (as at school close March 2020): 45% of vulnerable children in KS1 were on track to achieve expected standard or better in mathematics. 64% of vulnerable children in KS2 were on track to achieve expected standard or better in mathematics.
Phonics: 90% of vulnerable children in year one will achieved expected standard in phonic screen.	2019 – 2020 (as at school close March 2020): 20% of vulnerable children in year 1 were on track to pass the phonic screening check.
Attendance: Improve the attendance of disadvantaged children to 96%	2019 – 2020 (as at school close March 2020) 92.97%

High quality support for disadvantaged children to ensure they have access to a wide ranging curriculum and maximise their personal development, including access to BATIC counselling and school/family support.	High quality support provided to children and families throughout lockdown and into the autumn term through regular phone calls/zoom meetings. Children without access to hardware at home were able to borrow school chromebooks. Home learning personalised to meet children's needs – some had paper packs and personalised learning plans and differentiated work where appropriate. School kept a log to monitor children's work at home, and children who were not engaging, received targetd telephone calls from school.