

## Chennestone and Beauclerc Disadvantaged Pupil Plan 2019 - 2020

### Disadvantaged Pupils 2019 - 2020 - Context for Chennestone and Beauclerc

- **Chennestone:** Disadvantaged Pupils are a relatively small and diverse group of children, 10% of number on roll, and include high attainers, EAL, different ethnicity and SEN. Across the whole school 13/32, 40% 'disadvantaged pupils' are SEND including 8 (25%) with an 'Educational Healthcare Plan. Each Year 6 cohort is very different - they are very much a group of individuals with individual needs, for example 2015: no children with SEND and achievement was high; 2016: abilities varied and achievement and progress was good and higher than DP nationally; 2017 DP attained well in Reading and Writing above national but overall progress was below the national average; 2018 DP attained and made good progress in reading, broadly matched attainment in Writing and Mathematics but were below for progress.
- **Beauclerc :** Disadvantaged Pupil are an extremely small group of children, 7% of number on roll and include EAL, different ethnicity and SEN. Across the whole school 4/7, 57% of pupils are SEN. The cohorts are very different from year to year. The low numbers reduces the significance of the data e.g. in 2018-2019 there was 1 disadvantaged pupil in Year 2.

### Disadvantaged Pupil Support

This is delivered through four key approaches

- **Strategic overview**
- **Raising Achievement**
- **Reducing Barriers to learning**
- **Increasing Opportunities**

**Successful Learners,  
Confident Individuals,  
Responsible Citizens**

**Beauclerc and Chennestone Schools maintain a high profile for Disadvantage Pupils to ensure that they have excellent opportunities to achieve, participate and be successful.**

**The Schools are committed to raising achievement, reducing barriers and increasing opportunities**

**We strive to challenge the achievement gap between Disadvantaged Pupils and Non-disadvantaged Pupils**

#### **Strategic overview:**

- DP awareness raising and creating opportunities
- DP Team and Care Team group
- Tracking attainment and progress; participation in school; pupil and family support attendance
- Networks and partnerships

#### **Raising Achievement:** Specific Learning Interventions, for example

- Mathematics: small groups, online coaching
- Reading Support through a variety of intervention schemes
- Speech and Language
- Coaching for learning

#### **Reducing Barriers to learning**

- HSLW child and family interventions
- Improving attendance
- Parenting Puzzle and Pyramid Club
- Pastoral support
- Transition Groups

#### **Increasing opportunities**

- Participation in school life
- Extra-curricular provision
- Access to funding

The Disadvantaged Pupil Team and the Care Team Groups meet regularly to discuss pupils, plan actions and allocate resources. The designated members of staff ensure that the profile of DP children is high across the schools. The achievement of Disadvantaged Pupils is tracked termly, as is intervention, participation and family support. The impact of actions are monitored and evidenced, often through Case Studies. The schools are actively involved in Disadvantaged Pupil networks and projects with other schools.

### Main Priorities for Development 2019 – 2020

- Raise attainment and progress in Mathematics
- Increase number of high attaining DP pupils across the school
- Raise attainment of key pupils through focussed support, coaching and early intervention

# Chennestone and Beauclerc Disadvantaged Pupil Data, Funding and Achievement Summary for 2016 – 2019

September 2019 version

Key : comparison of school to national data		Needs to improve		Equal to		Above		Data TBA					
<b>Chennestone End of Key Stage 2 History</b>													
DP History	EOY ARE	2016			2017			2018			2019		
Attainment overall	Meeting	R	W	M	R	W	M	R	W	M	R	W	M
KS2 Progress overall	Progress	R	W	M	R	W	M	R	W	M	R	W	M

Financial Year	Amount of DP	No. in school	% of School	Context Notes
2015 – 2016	£62,620	42 / 360	12%	Includes £1,900 PLAC
2016 – 2017 <i>May 17 data</i>	£59,400	41 / 361	11%	Including 1 LAC 3 PLAC
2017 - 2018 <i>October 17 data</i>	£52,300	38 / 363	10%	Including 3 PLAC and 2 Services children
2018 – 2019	£44,880	34 / 363	9%	Including 1 LAC 1 PLAC
2019 - 2020	£42,240	32 / 363	9%	Including 1 LAC 2 PLAC

Percentage End of Key Stage 2	Number	% Yr 6	Notes / Comment
2013 – 2014	9 / 67	13%	7 / 9 DP children SA+ or Statement
2014 – 2015	10 / 67	15%	
2015 – 2016	13 / 62	21%	2 pupils SEN Support , 1 EAL pupil, 1 pupil IYFA
2016 – 2017	10 / 68	15%	Including 1 LAC and 2 SEND
2017 - 2018	11/ 69	16 %	Including 1P LAC and 2 SEND
2018 - 2019	10 / 68	15%	Including 2 SEND
2019 - 2020	7 / 67	10%	Including 2 pupils with an EHCP and 1 Sen Support

## Beauclerc KS1 History

DP History	EOY ARE	2016			2017			2018			2019		
Attainment overall - APS	Meeting	R	W	M	R	W	M	R	W	M	R	W	M

Financial Year	Amount of DP	No. in school	% of School	Context Notes
2013 – 2014	£11,736	9	7%	Includes 1 LAC and Service pupil
2014 – 2015	£14,600	9	7%	Includes 1 LAC and Service pupil + 3 Nursery with separate funding
2015 – 2016	£10,560	7 / 110	6%	includes 1 LAC
2016 – 2017 <i>May 17 data</i>	£9,240	8 / 116	7%	Includes 1 LAC
2017 – 2018 <i>October 17 data</i>	£8,209	12 / 118	10%	Includes 1 LAC
2018 - 2019	£13,200	10 / 115	9%	
2019 - 2020	£11,880	8 / 116	7%	

Percentage of DP End of Key Stage 1	Number	% of Year 2	Notes / Comment
2013 – 2014	5 / 39	13%	*1 stated pupil = 20%
2014 – 2015	3 / 35	9%	1 SEN pupil
2015 - 2016	4 / 37	11%	1 pupil with EHCP = 25%
2016 – 2017	1 / 36	3%	1 Pupil SEND
2017 - 2018	5 / 39	13%	3 SEND pupils
2018 - 2019	1 / 39	3%	
2019 - 2020	5 / 40	13%	4 SEND pupils

Disadvantaged Pupil Actions 2019 - 2020	Activities 2019 - 2020	Impact Examples
<p><b>Strategic overview</b></p> <p>Leadership and management actions</p> <ul style="list-style-type: none"> <li>• Care Team</li> <li>• Tracking attainment and progress</li> <li>• Attendance monitoring and actions</li> <li>• Networks / partnerships</li> </ul> <p>Total Cost :</p> <ul style="list-style-type: none"> <li>• Chennestone - £3,500</li> <li>• Beauclerc - £2,500</li> </ul>	<p>Pastoral Co-ordinator has overview of DP children and is a champion for DP children; initiates, monitors, tracks, supports, coaches and mentors</p> <p>Care Team review and co-ordinate actions related to emotional well-being</p> <p>SLT Link Year Links – track individual pupil data, ensure and monitor pupil support and interventions.</p> <p>Facilitate additional transition liaison for DP at EYFS, KS1, KS2</p> <p>One page profiles completed individually with pupils to inform future actions and support</p> <p>Participation in the Spelthorne Schools Together (SST) 'Challenging the Gap' Steering group and network meetings for Disadvantaged Pupils</p>	
<p><b>Raising Achievement</b></p> <p>Specific Learning Interventions</p> <ol style="list-style-type: none"> <li>1. Mathematics support</li> <li>2. English Support</li> <li>3. Additional TA staffing</li> <li>4. Speech and Language</li> <li>5. Coaching and mentoring</li> </ol> <p>Total Cost :</p> <ul style="list-style-type: none"> <li>• Chennestone : £24,740</li> <li>• Beauclerc : £5,880</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Mathematics support</b> <ul style="list-style-type: none"> <li>• <b>Small group support</b> in KS2 focussing on mental math skills and a greater depth group</li> <li>• <b>Numbers Count 2</b> Teacher currently undergoing training for accredited qualification. 1 to 1 sessions with pupils 3x a week.</li> <li>• <b>Third Space online coaching and revision</b> – 1-1 sessions for Yr 6</li> <li>• <b>Small group support</b></li> </ul> </li> <li>2. <b>English Support</b> <ul style="list-style-type: none"> <li>• <b>Reading Consultancy ( experienced Reading Recovery teacher ) to</b> <ul style="list-style-type: none"> <li>• <b>provide expert advice and diagnostic evaluations</b></li> <li>• <b>design and deliver focussed, time bound interventions</b></li> <li>• <b>training and coaching</b> for teachers and TAs</li> </ul> </li> <li>• <b>Beanstalk Project:</b> 1-1 reading for ½ hour twice a week for one year</li> <li>• <b>Additional Guided Reading</b> at Beauclerc</li> <li>• <b>Additional Phonics group</b> at Beauclerc</li> </ul> </li> <li>3. <b>Additional TA staffing provision</b> to support learning through guided work in class</li> <li>4. <b>Speech and Language Therapist Support and Expertise</b> ( Beauclerc ) – Speech and language therapist and her students assess and support pupils</li> <li>5. <b>Coaching and mentoring</b> – structured conversations for learning scheme</li> </ol>	
<p><b>Reducing Barriers to learning</b></p> <ol style="list-style-type: none"> <li>1. HSLW interventions</li> <li>2. Parenting Puzzle</li> <li>3. Pastoral support</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Role:</b> practical and emotional support and advice for vulnerable families eg. Economic difficulties, pupil self- worth, attendance, CP issues etc</li> <li>2. <b>Parenting Puzzle:</b> 10 week course to explore and develop parenting skills. Resources: two trained staff and Parenting Puzzle manuals.</li> </ol>	

<p>4. Play Provision 5. Transition groups 6. Pyramid Club 7. Bridge Builders</p> <p>Total Cost :</p> <ul style="list-style-type: none"> <li>• Chennestone : £11,500</li> <li>• Beauclerc : £3,000</li> </ul>	<p>3. <b>Pastoral support :</b></p> <ul style="list-style-type: none"> <li>• 2 additional ELSA trained staff members (1 at each school)</li> <li>• pastoral support / ELSA groups</li> <li>• training and organisation of peer mentors and play initiatives</li> <li>• 1-1 pastoral support for positive lunch times</li> <li>• CPD for pastoral roles eg ELSA training</li> <li>• Supervision for new ELSA members</li> </ul> <p>4. <b>Daily Play Provision</b>, lunchtime indoor activity room, lego club and organised games</p> <p>5. <b>Transition groups</b> Small group or 1 to 1 sessions to support and prepare pupils for transition, additional visits to next school</p> <p>6. <b>Pyramid Club:</b> 10 week confidence building programme Yr 3 and Yr 5</p> <p>7. <b>Bridge Builders:</b> To provide aspirational experiences to pupil in Year 6 and support through 1 to 1 coaching.</p>	
<p><b>Increasing opportunities</b></p> <ol style="list-style-type: none"> <li>1. Participation in school life</li> <li>2. Extra-curricular provision</li> <li>3. Enrichment</li> <li>4. Financial support</li> </ol> <p>Total Cost :</p> <ul style="list-style-type: none"> <li>• Chennestone : £2,500</li> <li>• Beauclerc : £500</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Increased opportunities to participate</b> in the life of the school eg representing the school on the Green Team, Pupil Parliament, Peer Mentors, Monitors, Buddies, Prefects, in sporting and other competitions</li> <li>2. <b>Extra-curricular provision</b> eg access to interest clubs, attendance at breakfast club, afterschool clubs and holiday clubs</li> <li>3. <b>Enrichment</b> - Increased opportunities for enrichment activities to broaden pupils life experiences.</li> <li>4. <b>Financial support</b> <ol style="list-style-type: none"> <li>a. for a range of activities / consumables eg funded or subsidised residential trips, school visits, equipment. Examples: <ul style="list-style-type: none"> <li>• <b>School Trips:</b> Children financially supported to enable access to trips</li> <li>• <b>Residential Trips:</b> Funding given to ensure children could participate in residential school trips.</li> <li>• <b>Cycling Proficiency, Pedals and Bikeability:</b> financial assistance given to ensure pupil participation.</li> <li>• <b>Learning support materials</b> eg Revision guides, reading books</li> </ul> </li> <li>b. Development of application procedures for access to financial support</li> </ol> </li> </ol>	

**Chennestone and Beauclerc Data Summer 2019 Summary for Disadvantaged Pupils ( DP) 2018 – 2019 Cohorts** – see chart for details

DP Context	End of Key Stage 2 = Year 6	End of KS2 DP progress	Whole School DP Reading	Whole School Writing	Whole School Mathematics	Key Areas for Development
<p><b>Chennestone – 36pupils</b></p> <p><b>SEN</b> – 43% (increase of 18% from last year). This also includes 8 EHCP's (22% of cohort)</p>	<p><b>Compared to DP National data</b></p> <p>Attainment matched NA for expected in Reading and Writing but was below in Mathematics</p>		<p>70% achieved expected+</p> <p>20% achieved greater depth</p>	<p>57% achieved expected+</p> <p>43% achieved greater depth</p>	<p>66% achieved expected+</p> <p>11% achieved greater depth</p>	<p>KS2 Mathematics Greater Depth especially in Writing and Mathematics</p>

