



Beaulerc and Chennestone Schools



Disadvantaged Pupil Review 2019-2020

In February 2020 Beaulerc and Chennestone, similar to all schools in England, were affected by the coronavirus pandemic. Throughout the period of closure, the schools continued to provide in school care and support for 90 children of key workers and our most vulnerable pupils.

We know from research that disadvantaged pupils' learning is likely to be adversely affected by school closure and Beaulerc and Chennestone have worked hard to mitigate this. We have provided daily home learning activities online but also recognised that access to technology may be problematic for some families and endeavoured to provide support where this is the case, e.g. delivery of learning packs and resources to pupils' addresses at regular intervals. We also contacted every family weekly and for our most vulnerable families, this made regular phone calls. Staff went above and beyond to support families, this included ensuring families had access to FSM vouchers prior to the National scheme being implemented, working with additional services such as social care, health teams and education welfare to ensure that families are supported and making referrals to local charities e.g. local food bank.

Following DfE guidance, this review reports on the initial impact seen in the school objectives with the school now thinking ahead to the new academic year and to what a 'recovery' curriculum needs to look like for our children, including our disadvantaged and vulnerable pupils. This has led to an additional focus on;

- Identifying learning gaps and putting high impact strategies in place to address them
- Increasing support and resources for families with limited technology
- Developing good emotional health, self-regulation, happiness and wellbeing
- Ensuring the curriculum is exciting, rigorous, relevant and fit for purpose in the changed world in which we all now find ourselves

Disadvantaged Pupils 2019 - 2020 - Context for Chennestone and Beaulerc

- **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 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

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

There is no data for pupil outcomes in 2020 as schools partially closed in March and there were no end of year assessments nationally

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

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

Disadvantaged Pupil Actions 2019 - 2020	Activities 2019 - 2020	Impact Examples
<p>Strategic overview</p> <p>Leadership and management actions</p> <ul style="list-style-type: none"> Care Team Tracking attainment and progress Attendance monitoring and actions Networks / partnerships <p>Total Cost :</p> <ul style="list-style-type: none"> Chennestone - £3,500 Beauclerc - £2,500 	<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>Class teachers were able to personalise support for DP children through additional information received via the one page profiles, which were completed in 1to1 sessions with DP Co-ordinator (ELSA) highlighted their attitudes to school and learning.</p> <p>Care Teams met to discuss individual families and supported in a variety of ways e.g. food bank referrals, charities to support at Christmas, leading TAF meetings, providing opportunities for vulnerable children to attend school during partial closures and in the holidays.</p> <p>SLT year group links discussed DP children individually in pupil progress meetings and interventions and planned outcomes were recorded.</p> <p>Active participation in a DP network of local schools at the beginning for the year where good practice is shared between schools</p>
<p>Raising Achievement</p> <p>Specific Learning Interventions</p> <ol style="list-style-type: none"> Mathematics support English Support Additional TA staffing Speech and Language Coaching and mentoring 	<p>1. Mathematics support</p> <ul style="list-style-type: none"> Small group support in KS2 focussing on mental math skills and a greater depth group Numbers Count 2 Teacher currently undergoing training for accredited qualification. 1 to 1 sessions with pupils 3x a week. Third Space online coaching and revision – 1-1 sessions for Yr 6 	<ol style="list-style-type: none"> NFER testing and teacher assessment evidenced that focussed support had enabled individual DP children to achieve well. Arithmetic scores for Year 6 children improved well from their starting points. Numbers Count sessions had a positive impact on selected pupils with an increase to their NFER standardised score and 2/3 judged to be on track to reach end of year expectations compared to 0/3 at the beginning of the

<p>Total Cost :</p> <ul style="list-style-type: none"> • Chennestone : £24,740 • Beauclerc : £5,880 	<p>2. English Support</p> <ul style="list-style-type: none"> • Reading Consultancy (experienced Reading Recovery teacher) to provide expert advice and diagnostic evaluations • design and deliver focussed, time bound interventions • training and coaching for teachers and TAs • Beanstalk Project: 1-1 reading for ½ hour twice a week for one year • Additional Guided Reading at Beauclerc • Additional Phonics group at Beauclerc <p>3. Additional TA staffing provision to support learning through guided work in class</p> <p>4. Speech and Language Therapist Support and Expertise (Beauclerc) – Speech and language therapist and her students assess and support pupils</p> <p>5. Coaching and mentoring – structured conversations for learning scheme</p>	<p>year.Third space impact was limited due to timetabling constraints as times slots available not being conducive to effective learning. Pupil feedback reported low engagement and the decision was made to discontinue the intervention. NFER and pupil assessments evidenced an overall improvement to DP pupil attainment in Maths.</p> <p>2. Reading consultant provided benchmarking to improve staff’s ability to make diagnostic assessments to inform interventions. Beanstalk: Children from both schools benefitted in terms of reading enjoyment, progress and the emotional support. Pupil at Beauclerc made good progress</p> <p>3. Enabled specific children with EHCP to</p> <p>4. achieve, meet targets and learn new skills through specifically tailored programmes for learning*. S + L students worked additionally with DP children in Reception at Beauclerc.</p> <p>5. Coaching made sig difference for individual’s attitudes to learning. ELSA sessions enabled pupils supported individual pupils emotional wellbeing and helped to develop skills to support resilience.</p>
<p>Reducing Barriers to learning</p> <ol style="list-style-type: none"> 1. HSLW interventions 2. Parenting Puzzle 	<p>1. Role: practical and emotional support and advice for vulnerable families eg. Economic difficulties, pupil self- worth, attendance, CP issues etc</p>	<p>1. HSLW and DHT;s supported DP and parents. This included intensive support for families with complex needs, liaising with external agencies e.g. family resilience centre.</p>

<p>3. Pastoral support 4. Play Provision 5. Transition groups 6. Pyramid Club 7. Bridge Builders</p> <p>Total Cost :</p> <ul style="list-style-type: none"> • Chennestone : £11,500 • Beauclerc : £3,000 	<p>2. Parenting Puzzle: 10 week course to explore and develop parenting skills. Resources: two trained staff and Parenting Puzzle manuals.</p> <p>3. Pastoral support :</p> <ul style="list-style-type: none"> • 2 additional ELSA trained staff members (1 at each school) • pastoral support / ELSA groups • training and organisation of peer mentors and play initiatives • 1-1 pastoral support for positive lunch times • CPD for pastoral roles eg ELSA training • Supervision for new ELSA members <p>4. Daily Play Provision, lunchtime indoor activity room, lego club and organised games</p> <p>5. Transition groups Small group or 1 to 1 sessions to support and prepare pupils for transition, additional visits to next school</p> <p>6. Pyramid Club: 10 week confidence building programme Yr 3 and Yr 5</p> <p>7. Bridge Builders: To provide aspirational experiences to pupil in Year 6 and support through 1 to 1 coaching.</p>	<p>2. Parenting Puzzle usually happens over the Summer Term so was unable to be run.</p> <p>3. Pupils benefitted from 1-1 ELSA sessions, lunchtime play support and took on roles as peer mentor, reading retreat monitors and prefects. During lockdown ELSA's supported families through providing and advice/information booklets, linked to useful websites, webinars and contacting families via the phone and video technology. New staff ELSA's were given mentoring and supervision time by the Pastoral Lead to support them in their new roles.</p> <p>4. Play provision supported the well-being of vulnerable pupils, e.g. a safe space when needed, and enabled a positive mindset for learning, DP participation led to raised self-esteem. Increased lunchtime enrichment activities helped to improve confidence and supported some children socially.</p> <p>5. Transitions were aided for pupil's e.g. Additional transition phone calls from staff and photo books being sent to pupils with key staff and areas.</p> <p>6. Parent and staff feedback showed DP participation led to an increase in confidence.</p> <p>7. The Bridge Builders initiative enabled the pupil to continue to build their self-confidence, aspirations and learning behaviours all of which contributed to a higher rate of learning engagement.</p>
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<p>Increasing opportunities</p> <ol style="list-style-type: none"> 1. Participation in school life 2. Extra-curricular provision 3. Enrichment 4. Financial support <p>Total Cost :</p> <ul style="list-style-type: none"> • Chennestone : £2,500 • Beauclerc : £500 	<ol style="list-style-type: none"> 1. Increased opportunities to participate 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 2. Extra-curricular provision eg access to interest clubs, attendance at breakfast club, afterschool clubs and holiday clubs 3. Enrichment - Increased opportunities for enrichment activities to broaden pupils life experiences. 4. Financial support <ol style="list-style-type: none"> a. for a range of activities / consumables eg funded or subsidised residential trips, school visits, equipment. Examples: <ul style="list-style-type: none"> • School Trips: Children financially supported to enable access to trips • Residential Trips: Funding given to ensure children could participate in residential school trips. • Cycling Proficiency, Pedals and Bikeability: financial assistance given to ensure pupil participation. • Learning support materials eg Revision guides, reading books 	<ol style="list-style-type: none"> 1. A high number of DP children assumed roles of responsibility. Over the year DP children represented the school in a variety of sports, SST events and took on leadership roles as part of the pupil parliament. 2. DP children took an active part of our pastoral peer mentor team who support other children at break and lunchtimes. Additionally a number of pupils attended sport and art clubs 3. Some DP were supported to attend breakfast club 4. resulting in increased attendance and increased readiness to learn. Additional enrichment activities and school residentials were going to be part funded but were cancelled due to Covid. 5. HSLW time was given to help source enrichments to family life for some of our DP families. This included arranging Foodbank deliveries, summer lunches provision, Christmas toys and hampers, supplying uniform and household items all provided by local charities and faith communities.
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