**Disadvantage Children Plan - Sept 15 – Sept 2016**

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| **Provision** | **In Place** | **Next step** | **Intended outcome** | **How will this be monitored** | **Cost Involved** | **Evidence** |
| **Inclusion Team:**  **Safeguarding Officer**  **SENCO**  **SENCO (part time)**  **SENCO Assistant**  **Home School Link Worker**  **Learning Mentor**  **2 Bilingual Assistants**  **Speech and language therapist (part time)** | ✓  ✓  ✓  ✓  ✓  ✓  ✓ | Forest schools – two staff to be trained in forest schools. (Including Learning mentor)  Pupil premium children in FS and throughout the school to be involved in this intervention/programme.  Principal to join the Prevent working group. | To identify children’s needs, and involve the correct services, quickly hopefully preventing escalation to higher levels of need.  Children will feel safe at Saint Nathaniel’s Academy.  Early identification and interventions for children with Speech and language difficulties | To engage with families early and to put the right interventions/support in place quickly. (Early Help).  Weekly meeting with Inclusion team to ensure all children’s needs are being met.  Questionnaire to children – Do they feel safe at Saint Nathaniel’s – Autumn and Spring term.  Assemblies – to ensure children now that there is support in school.  Regular training for staff – safeguarding  PREVENT training whole school  Newsletters to parent ensuring they know safeguarding is there to support their families.  Updates during the year from Principal regarding PREVENT.  Safeguarding questionnaire to children  Parent safeguarding questionnaire was completed | Combined salary costs for identified staff  **£100,003**  **Total Cost £100,003** | Cook and Eat 4 families attended  Active Families 8 families attended  Forest Schools 22 children  Parent Forum = 5 parents  Assemblies delivered by TL – E-safety, been proud of who we are, personal safety  2 safeguarding whole school staff meetings  Whole school training = CSE training  Prevent  Quality First Teaching  ASD teaching strategies  Anti-bullying drama group for y1-yr6. |
| **Teaching Assistants with specialist areas**  **Small group interventions and preparation time to prepare quality teaching.** | ✓Every class has TA support. | Ta’s to be trained in their specialist areas – impact of this will be improved delivery of interventions, staff will have improved knowledge of language to use, how to move children on and the expectations required for progress. | All TA’s to have an area of specialism. TA’s will be trained in a given area to ensure the interventions the children receive are of a high quality.  Good or better Progress for all children, including disadvantaged children.  Children with specific difficulties and learning needs will be identified and through regular work with a specialised TA will make good progress.  Additional phonics groups will allow children to reach the expected level of phonics by the end of key stage 1 or earlier.  All disadvantaged children including MA will receive additional support. For example some children in YR 6 who are MA Readers will receive comprehension support. | Academic progress monitored by Principle, Vice Principle, Assistant Principles and SENCO using DCPRO.  Termly pupil progress meetings with Principle, Vice Principal and class teacher. Termly update on DCPRO.  Half termly meetings between TA’s and SENCO’s to monitor impact of intervention, record keeping and next steps.  Phonics Lead and team to monitor the progress of phonics termly.  In house Phonics training for all TA’s and additional for specialist TA’s.  Writing and reading is a priority for disadvantaged children this year... | Combined salary costs for identified staff  **£64,289**  **Training £310+**  **Total Cost £64,599** | Additional Phonics intervention = 17 children  Additional Math’s intervention = 5 children  Additional Reading intervention = 81 children  TA’s have received training on assessing and delivering interventions  Data collated on progress made  LSP’s x 4 receive fortnightly support meetings  TA’s receive half termly support meetings  Record keeping is monitored with feedback given  TA’s have been observed delivering interventions.  TA x 1 pupil premium readers.  All pupil premium children have additional reading sessions.  2 TA’s attended “How to be an effective TA”  Early Years team received a large variety of training provided by the EYQI project. |
| **Resources** | Continue to purchase high quality resources to ensure all children receive a high quality education. Resources will meet the needs of the children.  Appropriate speech and Language resources are purchases as advised by the in-house Speech Therapists. | Word Aware training and / or Inference Training | High quality resources ensure children with a variety of learning styles make good progress.  Resources match the needs of the children.  Research is undertaken before buying an intervention resource (Sutton Trust) to check value for money and impact. | Key stage leads to ensure appropriate, quality resources are purchased, monitored and used effectively  SENCO to ensure appropriate, quality resources are purchased to ensure they are matched to the needs of individual children. Liaise with Dave Reiser (Speech and Language Therapist).  SENCO team to monitor how these resources are used and how they are impacting on children’s learning.  Before purchasing any products or interventions use the Sutton Trust website to check value added and cost of products to ensure high quality resources are resourced. | Identified items from Curriculum and SENCO resource budgets  **£11,000**  **Total Cost £11,000** | Purchases = 2 x IPads,  Reading intervention books, Power of 1 and Plus 2 maths intervention,  Rapid Maths intervention, Basic Number Tool Kit  Black Den sensory den and fidget toys  Early Talk Boost purchased.  Foundation Stage staff, TL, LC and WB received speech and language assessment training from the School Readiness Team.  Anti-bullying drama group for y1-yr6.  10 children wrote a book with Keele University and one member of Teaching staff in one week – White Water Writers.  This was published and is on Sale - Amazon. |
| **Training for Inclusion Team and TA support**  **TAs to be trained to be specialist leaders in reading, writing, maths and SEN** | On-going programme with up to date training in place. (See CPD log) |  | High quality training will impact strongly on children’s learning including disadvantaged children. | Vice Principal to ensure training is of high quality and appropriate.  SENCO to monitor impact for SEN/disadvantaged children. | Training costs  **£1,500**  **Total Cost £1,500** | See above – Teaching assistants  LC – dyslexia, dyspraxia and accessibility training attended  2 x LSP’s visited Portland Special School to observe good practice  LC visited Inspire (alternative provision provider) as part of CPD. |
| **Training for all staff**  **Early Years Team to be involved in the Early Years Quality Improvement programme.** | On-going (CPD log kept in school, see AP)  INSET training Jason Bangbala - His core areas of training are Behaviour Management, Circle Time, Coaching and Structured Play  Early Years Team to share good practice and attend the quality training offered through the programme. |  | High quality training will impact strongly on children’s learning including disadvantaged children  By being actively engaged in the programme this will ensure that the high quality provision currently in place will continue. Predictions for GLD for 2016 are above national average. | CPD logs  Performance management  Behaviour and behaviour for learning. (Observed through lesson observations, learning walks and the Good to be green programme).  Children’s outcome and progress.  Pupil progress meetings.  Pupil Premium individual reports.  Tracking using formative and summative assessments | Training Costs  **£3,000**  **Total Cost £3,000** | See Training log for further details and CPD logs  Quality First Teaching  ASD teaching strategies  Behaviour Management  E-safety  Prevent  Fire Safety  Foundation Stage – Speech language and communication with the school readiness team  TL = attended a serious case review meeting,  Prevent training, Attachment and Trauma Awareness, Child Sexual exploitation, Trafficking of children, Extremism and Radicalisation, CSE and Missing Children, Listen to My Voice (about Pupil Voice), Youth Violence and Gang Culture, Family Links.  SEN training = SAM Panel, attended 1 SENCo forum and 1 SEN Inclusion Event, 1 Early Help Champions Meeting  TL renewed her EVC training and is now the EVC coordinator for the school.  Jason Bangbala training x 2 ( behaviour management)  Early year’s team have attended a large amount of training delivered by The Early Years Quality Improvement programme. (See training plan) |
| **Parent workshops/Training/Drop in sessions** | In place and working closely with other outside agencies to support this further.  The knowledge shared should impact on children’s learning and courses made available could also aid parent’s educational needs and improve employment.  Through this we aim to raise children’s aspirations. | Action: To continue to liaise with parents to ensure we are providing programmes that are beneficial and of interest to them.  Parents to be involved with the parent forum for SEN, discussing the SEN section of the website, with the intention of them taking over the sharing of the development of the website and then leading on the PTFA.  Staff to encourage parents to attend maths and literacy programs with their children.  Drop in sessions such as SEN to be advertised on the school website and school APP.  The Inclusion Team to visit local community venues to meet parents and encourage them into school. | *“Parental Involvement in children’s education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood.”*  *“Family learning can also provide a range of benefits for parents and children including improvements in reading, writing and numeracy as well as greater parental confidence in*  *helping their child at home”.* (DFE The impact of parental involvement on children’s education 2008)  Parental involvement will impact on children’s learning. | Safeguarding Lead and FSW to monitor parental involvement. How does this impact on the children involved especially in English and maths. (DCPRO)  Pupil discussions – aspirations | Provision of refreshments and materials during workshops and drop-in sessions  **£500**  Advertising and outside agency costs  **£500**  **Total Cost £1,000** | See FS File |
| **Extra-curricular activities ECA – (Clubs and events that take during the school day)**  **Mini-bus to be used (2 new buses purchased).**  **Good to be Green end of term rewards.** | ECA will take place daily. All children are encouraged to attend ECA and staff are aware of who the Disadvantaged children are. These children should be encouraged to attend more than one club.  Two new mini buses have been purchased to extend extra-curricular activities and at a reduced cost. | VP/FSW/S.Hulme to check on a regular basis that disadvantaged children are accessing ECA and if not what can we do to attract these children. | Extra-curricular activities will have a significant impact on children’s confidence, behaviour and learning outcomes. | VP/FSW/SH to monitor which disadvantaged children attend ECA.  Monitor progress. (DCPRO)  EP (Behaviour lead) to monitor behaviour using its good to be green records.  Celebrate at the end of term – e.g. Fun bus | Travel costs to sporting activities and drama events  **£500**  **£5,300**  **Total Cost £5,800** | Clubs have been well attended all year. There are a good variety of clubs to choose from, for example, During the summer term 25 different clubs took place .On average, 211 sessions weekly, were attended by pupil premium children. |
| **Breakfast Club** | ✓  Breakfast club is available daily from 7.45a.m | To look at the costing for Breakfast Club to allow more disadvantaged children to attend. | Children will start the school day ready to learn and will impact on children’s learning and behaviour. | LJ/FSW to monitor which disadvantaged children attend breakfast club.  Monitor progress. (DCPRO)  EP (Behaviour lead) to monitor behaviour using its good to be green records. | Staffing costs  **£4,584**  Food/beverage cost  **£350**  **Total Cost £4,934** | See Breakfast Club |
| **Music/Drama**  **2 Music Teachers employed in school.**  **1 EAL Music Teacher.**  **Drama club/sessions**  **Visits from Theatre Companies**  **City Music School - Peripatetic music service** | ✓  Lessons provided in school time and after school. | LJ to check on a regular basis if disadvantaged children are accessing the music/drama clubs and if not what can we do to attract these children. | Children learn in different ways and different styles by allowing children to build up their confidence in drama and music this should impact on other areas of the curriculum such as English and Maths. Children with a talent in this area will be identified early giving them an equal opportunity of those children who are non-pupil premium. | Academic progress monitored by Principal, Vice Principal using DCPRO.  Half termly pupil progress meetings with Principal, Vice Principal and class teacher.  Key stage leads to ensure planning is linked to other areas of the curriculum and appropriate to the needs of the children.  Staff to use the Charanga package when delivering training in school. | Combined salary cost of identified staff  **£20,600**  SLA Peripatetic music service  **£2,812**  **Total £23,412** | ESOL – entry level 1 and 2 delivered by K Danek  City Music school involved in school |
| **Sports**  **Full time Fully Trained PE Coach** | ✓  Lessons provided in school time and after school.  To attend and actively take part in city and national events. | VP to check on a regular basis if disadvantaged children are accessing the PE clubs and if not what can we do to attract these children.  SH to inform LJ if disadvantage children have not got the correct equipment to allow them to take part in sporting events.  Sporting results to be celebrated within school and with parents. | Children learn in different ways and different styles by allowing children to build up their confidence in sport this should impact on other areas of the curriculum such as English and Maths.  Children with a talent in this area will be identified early giving them an equal opportunity of those children who are non-disadvantaged.  Children will be encouraged to be fit and healthy and know why this is important.  Children will understand the importance of working in a team and sportsmanship. | Academic progress monitored by Principal, Vice Principal using DCPRO.  Half termly pupil progress meetings with HT, DH and class teacher.  Key stage leads to ensure planning is linked to other areas of the curriculum and appropriate to the needs of the children. | Salary cost  **£15,761**  **Total Cost £15,761** | See attached sports information  See Clubs information |
| **Educational Visits**  **Educational visit planned for each half term in every class.**  **Visitors to school such as Theatre companies.** | ✓  Subsidised |  | Educational visits will have a significant impact on children’s confidence, behaviour and learning outcomes across the curriculum as they are allowed to explore the world in new ways that may otherwise be restricted to them. | HF to ensure Educational visits supports the curriculum, children’s learning and are purposeful. | Residential trips **£1,000**  Visitors to school **£1,500**  **Total £2,500** | TL updated Evolve training and is now the Evolve EVC.  Staff training delivered by TL. |
| **Attendance**  **EWO employed one day per week**  **Use of school mini buses to collect children with persistent absence** | ✓  Continue to Improve all children’s attendance including Disadvantaged children.  PP children to be monitored closely. | Check – is this having an impact on disadvantaged children?  Collection of persistent absence children. | There is a strong link to children’s attendance and achieving good results.  We aim to improve attendance to ensure it makes a positive impact on children’s learning and embeds skills for adulthood. | FSW (SB) to monitor attendance daily.  EWO to work closely with parents and monitor her impact on the families.  Monitor attendance and how this impacts on learning. (DCPRO) Half termly.  Daily check on vulnerable children.  Collection of persistent absence children. (Mini bus)  Attendance race in assembly  Prices each term for 100% attendance.  Prices for greatly improved attendance. | SLA for EWO  **£5,100**  **Staff Costs £3,900**  **Total Cost £9,000** | See attendance information in file |
| **Data Tracking**  **DCPRO tracks all groups of pupils and it is updated half termly.**  **Fisher Family Trust Aspire programme. (FFT)**  **Perspectives lite – Observation tool, surveys etc.** | ✓  DCPRO tracks all groups of pupils and it is updated termly. Analysed to ensure appropriate next steps are put in place.  Termly pupil progress meetings take place.  FFT programme to be purchased to ensure we are giving children the best possible chance by analysing all factors. | Ensure all staff looks at disadvantaged children closely to ensure quality next steps are put in place.  Staff to have further training on formative assessment. | Children who are making little or no progress will be identified early and appropriate next steps will be put in place.  Mora able Pupil premium will be challenged appropriately. | Principal/Vice Principal to check DCPRO and FFT is being used appropriately and purposefully.  Academic progress monitored by Principal, Vice Principal using DCPRO, FFT, summative and formative assessment.  Termly pupil progress meetings with Principal, Vice Principal and class teacher.  Quality Formative assessments carried out on a regular basis which will inform summative assessments and next steps. | Salary Costs  **£3,825**  **Total Cost £3,825** | Principal and Vice Principal attended FFT training and shared with SLT  Principal regularly meets with DCPRO and Ian Hunt (Data lead for the trust)  Principal shared data systems in a training session for all Teaching staff.  Principal delivered 1-1 training with members of the Governing body.  Pupil progress meetings have taken place between all teachers and the Principal and Vice Principal. ( This included a separate report for each PP child)  Barriers to learning meetings have taken place between the class teacher and any child who has fallen behind in maths, reading or writing.  Key stage meetings to share and discuss data. |
| **Playground Leaders** | Mixture of disadvantaged children and non-disadvantaged. | ET, SH, LC and EP to ensure playground leaders are actively taking place on a daily basis. Training and support is given to playground leaders. | Children will gain in confidence which will impact on learning.  Behaviour will continue to be consistently outstanding. | EP to monitor. Using good to be green.  ET, LC and SH to support. | On-going Training and equipment  **£400**  **Total Cost £400** | Through evaluation other initiatives were put in place – see behavior lead |
| **Peer mentors** | Mixture of disadvantaged children and non-disadvantaged. | ET, SH, LC and EP to ensure peer mentors are actively engaged in mentoring.  Other children understand their roles. Training and support is given to peer mentors. | Children will continue to gain in confidence which will impact on learning.  Behaviour will move towards being consistently outstanding.  Children will feel safe. | EP to monitor. Using good to be green.  ET, LC and SH to support  Questionnaire to children – Do they feel safe at St Nathaniel’s Academy? Termly. | Ongoing support  **£400**  **Total Cost £400** | Through evaluation other initiatives were put in place – see behavior lead |
| **School Council** | Mixture of disadvantaged children and non-disadvantaged. | School council to meet on a regular basis.  School council to record their own minutes.  School council to be involved in the RHS gardening scheme. This will support the forest school programme. | Children will have a say in their learning and school life. Children will feel valued.  Children will feel safe.  Children will celebrate our British Heritage. | ET, LC and SH to ensure that the school council meets on a regular basis and is effective. Encourage all children to be active members.  School Council to be encouraged to make decisions about their school. To challenge and stand up and be confident to talk about what they believe in.  EP to monitor. Using good to be green.  Questionnaire to children – Do they feel safe at St Nathaniel’s Academy?  Questionnaire to school council termly – do they feel actively involved | On-going support and training  **£400**  **Total Cost £400** | Children meet at least once a term.  Children have attended a session in the local Court and a debate took place.  Two children visited London – visited the house of Commons  MP and Governors have been into school to talk to the school council. |
| **Booster sessions Yr.6 (Additional Teacher in year 6)**  **Work with Co-operative Academy after school booster club** | Mixture of disadvantaged children and non-disadvantaged. |  | Children will progress at a more rapid pace than previously seen impacting on their SATS results and confidence greatly. | Academic progress monitored by Principal, Vice Principal using DCPRO, FFT, formative and summative assessments.  .  Termly pupil progress meetings with Principal, Vice Principal and class teacher.  Track the progress of the children identified to work with the Co-operative Academy. | Staff costs  **£6,284**  Rewards for booster clubs  **£300**  **Total Cost £6,584** | Two additional Teachers were employed in year 6. Reducing class sizes and targeted interventions took place.  Co-op Academy has worked very closely this year. After school booster sessions, More able and talented sessions, ICT, Math’s etc. |
| **Reading**  **Accelerated readers programme.**  **Pupil Premium lead (part time teacher) to support with reading, writing and maths and to ensure TAs are supporting effectively,**  **Additional reading to include individual reading, guided reading, phonics or comprehension for all disadvantaged children.** | Mixture of disadvantaged children and non-disadvantaged. | Currently in place for year 5 and 6. Due to success this will be used in other year groups.  All disadvantaged children (including MAT children) to receive at least one additional reading session. The majority of children will receive two.  Additional phonics sessions across the school for identified children delivered by Phonics Lead Teacher or specialist Phonics TA. | Children will progress at a more rapid pace than previously seen impacting on their learning outcomes and confidence greatly.  Disadvantaged children will narrow or close the gaps from themselves and non-disadvantaged children. | Academic progress monitored by Principal, Vice Principal using DCPRO,FFT, formative and summative assessments  Termly pupil progress meetings with Principal, Vice Principal and class teacher.  ET will take the Lead on implementing this programme. ET to ensure phonics across the school is effective through moderation and observations.  ET to monitor TA specialist for phonics. | Accelerated Reading Programme, resources and salary costs  **£36,114**  **£21,600**  **Total Cost £57,714** | See data file for whole school and phonics  See SENCO file |
|  |  |  |  |  | **Total Amount : £311,832** |  |
|  |  |  |  |  | Our anticipated PP amount for  15 / 16 is  £266,500 |  |

L Jones