



## Overview of Disadvantaged pupil data Academic Year 2019 / 2020

### **Review of academic year 2019 – 2020:**

(Note: Partial closure due to lockdown from 20.03.2020)

#### **Quality of Teaching:**

Analysis of progress and attainment for disadvantaged pupils since the beginning of the academic year demonstrates that the vast majority of disadvantaged pupils made good progress in reading, writing and mathematics by the end of the Spring Term 2020. Data based on two terms due to lockdown / partial closure from the middle of March and throughout the summer term 2020. Key vulnerable pupils targeted to attend school during partial closure to ensure their needs academically, socially and emotionally met. The vast majority of disadvantaged pupils were on track to achieve age related in reading, writing and mathematics by the end of the academic year. Support for disadvantaged pupils tailored to acutely meet their needs in terms of readiness for school and preparedness to learn and being able to access ALL areas of the curriculum. Throughout lockdown, disadvantaged pupils who did not attend school contacted by telephone/ home visits at least x2 per week. Home learning tailored and pupils who were unable to access home learning online provided with paper copies.

**Attainment** of disadvantaged pupils in Y6 compared to attainment of non-disadvantaged pupils is inline and just below national at this point in the academic year. Y1 – Y4 attainment of disadvantaged pupils is broadly within 10% of non-disadvantaged pupils. The gap still needs to close further to be inline with national expectations. Disadvantaged pupils in Y1 attending school in the summer 2020 were provided with a phonics screening test and will be baselined again at the beginning of the autumn term 2020 to identify gaps and interventions put into place.

Supplementary interventions reviewed for disadvantaged pupils for the autumn term 2020.

There is a clear and distinct rationale for pupils having access to therapeutic interventions which is having a positive impact as pupils who have participated are able to successfully able to access the curriculum in the classroom. This has had an impact on disadvantaged pupils who have been in crisis due to outside influences. This is evident with pupils ability and readiness to learn and being able to access the curriculum.



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**Attendance** for some disadvantaged pupils remains a challenge but is monitored very closely and key pupils are being targeted through a number of initiatives which include the following:

- Early Bird and Rock Up Rooster initiative to support pupils coming into school on time in the morning.
- Breakfast Club as an offer for key families to encourage them to get their child/ren into school on time and not having to worry about organising breakfast at home. This has been particularly successful for the traveller families and other families who have a distance to travel in the morning via public transport.
- Attendance is part of performance management for teachers to raise awareness of pupils who attendance is 90% or below.
- Celebration letters sent home to parents whose child's attendance was 90% or below and there has been an improvement
- Class attendance of 100% per week the class is awarded with a tray of flapjack. The class with the highest weekly attendance receives an additional 10 minutes playtime on one of the trim trails.
- Termly certificates for 100% attendance.
- Support from the EWO and other outside agencies
- Meetings with the Principal.