

Disadvantaged Pupil Statement 2015/16

At Marden Bridge we are committed to improving the fortunes of those pupils who are most vulnerable and disadvantaged. As a school we will receive £139,875 as a part of the Pupil Premium and in order to address the gap that exists between DP pupils and their peers, we plan to put in place the following intervention strategies:

Curriculum Interventions

Intervention/Action	Evidence	Impact
RAP sheets developed for each DP pupil, detailing strategies that break down barriers to learning.	<ul style="list-style-type: none"> RAP sheets present in blue files; annotated and used in planning, adapted for each subject area. Learning Walks carried out by HT/AHT each half term to assess the impact. Good practice shared with staff using Google Drive. 	<ul style="list-style-type: none"> Gaps close across all subjects Tracking data provides outcomes for individual pupils
Equipment is provided for DP pupils to ensure they are equipped for lessons.	<ul style="list-style-type: none"> Pencil cases provided to staff for use with DP pupils PE kits prepared for DP pupils Record kept of repeat offenders, tracked by behaviour monitor. 	<ul style="list-style-type: none"> No learning time is lost Gaps close in all areas.
Additional 1:1 support for pupils in Maths targeted at DP pupils, supporting small groups in year 6.	<ul style="list-style-type: none"> Pupils identified within faculty Timetable of interventions produced 	<ul style="list-style-type: none"> Tracking data provides outcomes for individual pupils
Intervention sessions for literacy delivered using inference training materials. 1:1 and small group work for DP pupils identified through staff consultation.	<ul style="list-style-type: none"> Timetables produced Groups/individuals identified by Faculty Leader JSt tracking file 	<ul style="list-style-type: none"> Targeted individuals achieve L4 in Yr 6 SATS. Tracking data provides outcomes for individual pupils
iPads purchased for all English and maths staff; greater use of technology to close the gap.	<ul style="list-style-type: none"> iPads in classrooms ClassDojo uploaded on staff iPads DP pupil profiles used to connect with parents 	<ul style="list-style-type: none"> Raised performance on Pupil Perceptions feedback Improved quality and quantity of parental interactions with school.
Target setting is prioritised on DP pupils.	<ul style="list-style-type: none"> More targets are recorded and signed off on tracking sheets in exercise books 	<ul style="list-style-type: none">

Training Interventions

Intervention/Action	Evidence	Impact
DP champion established on senior leadership team. DP gaps as a priority through appraisal process.	<ul style="list-style-type: none"> • DP development plan written and maintained • DP champion monitors DP performance following each data capture. • Learning walks take place each half term to monitor impact of non-negotiables and implementation of RAP sheets. • Visits to other schools to share good practice. 	<ul style="list-style-type: none"> • Gaps close. • Pupil Perceptions gaps close
Closing the Gap identified as a specific target for all classroom teachers through appraisal process, held accountable by line managers	<ul style="list-style-type: none"> • Targets for staff from appraisal files. • Tracking data shows closing gaps 	<ul style="list-style-type: none"> • Gaps close across the year and after each data capture.
CPD sessions each term used to update/create RAP sheets.	<ul style="list-style-type: none"> • RAP sheets in place and updated termly • Seating plans adapted in blue files • 	<ul style="list-style-type: none"> • Staff have a greater knowledge of DP barriers to learning and strategies of how to overcome them
iPad training for English and Maths staff	<ul style="list-style-type: none"> • Minutes of meetings • CPD training courses for English and maths staff. 	<ul style="list-style-type: none"> • Pupil Perceptions questionnaire.

Pastoral Support

Intervention/Action	Evidence	Impact
Pearson Pupil Perceptions software secured to gather information about performance of DP pupils and areas for development	<ul style="list-style-type: none"> Pupils identified from report for learning mentor to focus on removing barriers to learning. 	<ul style="list-style-type: none"> Pupil Perceptions questionnaire delivered twice a year to measure the impact of interventions.
Progress leaders monitor parental contact with school following parents evenings; following up meetings to ensure parents are engaged with school	<ul style="list-style-type: none"> Attendance registers maintained by safeguarding team Email transcripts between HoY and form tutors following parents evenings 	<ul style="list-style-type: none"> Increased parental contact. Improved outcomes on ParentView
Learning Mentor dedicates session to breaking down the barriers to learning for DP pupils on a 1:1 basis and through small group intervention.	<ul style="list-style-type: none"> Bespoke mentoring sessions for DP pupils logged; info stored on SIMS SoW developed/resourced through learning mentor network meetings 	<ul style="list-style-type: none"> Pupil Perceptions outcomes and mentoring notes show raised self-esteem and positivity towards school.
DP champion monitors DP attendance; implements attendance interventions to improve DP attendance	<ul style="list-style-type: none"> Assemblies planned and delivered PA letters written and delivered home (logged on SIMS) 	<ul style="list-style-type: none"> Attendance improves

Extra-Curricular/Nutritional

Intervention/Action	Evidence	Impact
DP pupils attend breakfast club free of charge to ensure they are nutritionally prepared for lessons.	<ul style="list-style-type: none"> Registers to monitor attendance. Pupil survey to gather opinions. 	<ul style="list-style-type: none"> Nutritionally supported pupils are ready to learn.
DP pupils are prioritised for sporting/cultural/residential trip opportunities; funding for these trips are subsidised where necessary.	<ul style="list-style-type: none"> Pupil lists monitored by EVC Bursar provides funding where required. 	<ul style="list-style-type: none"> Increased cultural capital for these pupils.
DP pupils are able to access the tuck shop free of charge at break time in order to maintain energy levels through the morning.	<ul style="list-style-type: none"> Kitchen Staff keep records of attendees. Vouchers developed and distributed. 	<ul style="list-style-type: none"> Fewer remove/exclusions after break time for DP pupils accessing this resource.
Bespoke opportunities provided for DP pupils as opportunities arise.	<ul style="list-style-type: none"> 	

