

'No child will be left behind'

Article 29 Education must develop every child's personality, talents and abilities to the full.

Article 3 The best interests of the child must be a top priority in all things that affect children.

Disadvantaged Pupils strategy statement: William Torbitt Primary School

1. Summary information					
School	William Torbitt Primary School				
Academic Year	2018/19	Total DP budget	£131,154	Date of most recent DP Review	n/a
Total number of pupils	702	Number of pupils eligible for DP	88	Date for next internal review of this strategy	Sept 2020

2.		
Attainment for: 2018-2019	<i>Pupils WS eligible for DP (your school)</i>	<i>DP National</i>
KS1	Above national	
% of pupils attaining expected level in Yr1 phonics	85.7%	71.0%
% of pupils attaining expected standard in Yr2 phonics	92.3%	85.0%
% of pupils attaining expected level in reading	76.9%	62.0%
% of pupils attaining expected level in writing	61.5%	54.8%
% of pupils attaining expected level in maths	69.2%	62.6%
% of pupils attaining expected level in reading, writing and maths combined	61.5%	50.0%
% of pupils attaining higher level in reading	23.1%	13.8%
% of pupils attaining higher level in writing	15.4%	7.2%
% of pupils attaining higher level in maths	15.4%	11.8%
% of pupils attaining higher level in reading, writing and maths combined	15.4%	5.1%
KS2		
% of pupils attaining expected level in reading (test)	73.9%	62.1%
% of pupils attaining expected level in writing (TA)	78.3%	67.8%

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% of pupils attaining expected level in maths (test)	73.9%	67.4%
% of pupils attaining expected level in reading, writing and maths combined	76.5%	64.8%
% of pupils attaining higher than expected in reading HS	21.7%	16.8%
% of pupils attaining higher than expected in writing GD	17.4%	11.3%
% of pupils attaining higher than expected in maths HS	21.7%	15.6%
% of pupils attaining higher level in reading, writing and maths combined	8.7%	4.7%
% of pupils making nationally expected levels of progress in reading – score	-0.8	
% of pupils making nationally expected levels of progress in writing	-0.2	
% of pupils making nationally expected levels of progress in maths	-1.2	

3. Barriers to future attainment (for pupils eligible for DP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A. High ability pupils who are eligible for PP not achieving GD/ higher standard in reading, writing or maths at KS1 and writing and maths in KS2.

External barriers (issues which also require action outside school, such as low attendance rates)

B Attendance
 Persistent Absentees 37% are children who are DP. . This means that too many DP are not benefiting from the teaching, resources, and interventions in place to accelerate their progress. This reduces their time in school and has an effect on the amount of progress made.
 Overall DP attendance has improved since summer 2018 to 95.6%.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged Pupils are challenged and provided with increased opportunities to deepen their learning particularly in maths	HAPs make accelerated progress and the percentage of children reaching GD increases each half term. No child is left behind. Gap is closed
B.	Systematic and personalised strategies and interventions used to address gaps in skills and knowledge (in class and through targeted interventions with and beyond the school day)	Increase the % of DP pupils achieving the expected and higher standard in writing and maths in KS1, and writing and maths in KS2 Gap is closed

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C.	The attendance of DP children improves	Reduce the number of persistent absentees among pupils eligible for DP EWO involvement will not be needed Attendance for the children is in line with national at 96%+ continues
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