



Disadvantaged Pupil Grant Expenditure 2018-19: Report to Parents

What is Disadvantaged Pupil Grant Funding?

Disadvantaged Pupil Grant Funding is allocated by the Government for children in three identified groups: pupils who are entitled to free school meals, pupils who have a parent working in the armed forces or pupils who are in local authority care. Any child who has claimed free school meals in the past six years is also entitled to this funding. This is called 'Ever 6' money. The grant is allocated to improve the educational outcomes of these children.

It is for the school to decide how the grant should be spent because as educationalists we are best placed to assess what additional provision should be made for individual pupils for whom we are responsible.

All children's progress and outcomes are carefully tracked and evaluated to ensure they achieve their full potential. The impact and use of Disadvantaged Pupil Grant Funding is evaluated each year. It is a statutory duty of the school to report the outcomes of this to both parents and the Governing Body of the school.

It is very important to note that at Cottingley Village Primary School all children are seen as individuals and as such, whether they are entitled to Disadvantaged Pupil Grant Funding or not, can still access interventions and other strategies to break down their barriers to learning, ensuring that all our children reach their full potential. For example an intervention reading group may include both pupils entitled to the grant funding and those that are not. The school uses its budget to 'supplement' its educational objectives for the funding so that any child can be included if this is going to be a positive action to enable them to achieve.

If you believe that your child may be eligible for Disadvantaged Pupil Funding please speak to our administrative staff for more advice or information.

Please note that DSG stands for Disadvantaged Grant.

Cottingley Village Primary School attracts a Pupil Premium funding allocation which is below the national average. Funding is based on information taken from the January 2019 School Census. Pupil Premium is split into 4 main areas: 1. Free School Meals (Ever 6). 2. Looked After Children. 3. Children previously in care and 4. Service Children (Ever 5).

Overview of the school:

Number of pupils and disadvantaged grant received	
Total number of pupils on roll:	446
Total number of pupils eligible for DSG	90
Amount of DSG received per pupil	£1,320
Total amount received	£127,960

Amounts allocated to each pupil category:	£ per child
Pupils in year groups reception to year 6 recorded as Ever 6 & FSM	1,320
Looked-after children (CLA) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order (PLAC)	2,300
Pupils in year groups reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence	300

CLA & PLAC funding is allocated by a local authority (not necessarily Bradford) and each authority has its own funding stipulations and may 'top-slice' a percentage. Therefore figures for LAC funding may differ from the amount per number of children to the total amount received by the school.

The CLA & PLAC premium must be managed by the designated virtual school head (VSH) and used for the benefit of the looked-after child's educational needs as described in their personal education plan.

Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order receive the full funding allocation.

Year group	No of chn eligible	Funding is based on the January 2019 Census and money is then given to school retrospectively. Numbers can differ from those on roll as the figures are taken from a one day 'snapshot' on census day as typical figures for the school.
R	8	
1	4	
2	11	
3	15	
4	16	
5	13	
6	20	

Nature of support 2018-19:

Support is provided in a number of varied and personalised ways to pupils:

1. Specialist and specific resources to support and develop individual interests/needs.
2. Specialist experiences and opportunities to support SEMH development
3. Intervention for writing, maths, reading and phonics.
4. 1:1 tuition
5. Uniform allowance
6. Funding of educational experiences including additional staffing to enable specific children to access these experiences
7. Specific training for staff including specialist training for DSP staff.
8. Specific team around the child focus intervention and support for a family.

Disadvantaged Grant funding is allocated to school each financial year. This report is based on spending during one academic year.

Curriculum focus of DSG spending 2018-19:

We continue to ensure that attainment is at least good, by ensuring that barriers to learning are removed and the children thrive.

- i) Provision is clearly focused on specific differentiation and closes the gap between different groups across the school.
- ii) Children are able to access social & emotional support/interventions to improve attendance/ break down barriers to learning so that they gain a feeling of success and can participate fully in school life.
- iii) There are opportunities for pupils who are unable to access learning experiences such as residential, out of school clubs. These also provide social experiences and are not just centred on the academic, we want to develop the 'whole child'.
- iv) Personalised learning, e.g. one to one tuition, personalised timetables, intervention and work within the classroom, reading intervention specifically for children who find phonetical understanding difficult, ensures that children progress from their starting points and have well throughout and structured learning opportunities which are exciting and engaging. Developing the comprehension skills of pupils verbally and transferring this into written form as their skills improve. This enables children to use their reading skills more widely and effectively across the curriculum.
- v) Provide additional physical and human resources as appropriate across the school.
- vi) Ensure all children are able to purchase and wear school uniform so that they have a sense of identity and belonging.
- vii) Specialist training supports the strategies and intervention needs of pupils who may learn and behave in an unconventional way.

Measuring the impact of DSG spending:

Cottingley Village Primary School works very hard to ensure that the quality of teaching and learning is both personalised to the needs of the children and effective in ensuring pupil progress. It strives to ensure children make good progress and reach their full potential regardless of their ability.

All pupil progress and attainment is carefully evaluated through each academic year. The Disadvantaged Grant is used within this mechanism to ensure value for money and effective use of resources.

The expected progress of Disadvantaged children making expected progress against Age Related Expectations at Cottingley Village against National Outcome in 2019.

Expected Progress 2019	School Outcome	DSG chn	All Other Pupils Natl	Avge scaled score DSG	Avge scaled DSG natl.
Maths	+0.7	+1.56	0.37	106.3	106.1
Reading	+1.6	+3.17	0.32	107.2	105.3
Writing	+1.3	+1.12	0.27	N/A	

Attainment Outcomes at Age Related 2019

Subject	School Outcomes	DSG Chn	National DSG	Non DSG	Non DSG Natl	Natl Outcomes
Reading	90%	95%	78%	88%	78%	73%
Writing	90%	86%	83%	93%	83%	78%
Maths	92%	90%	84%	93%	84%	79%
Combined	77%	81%	71%	81%	71%	65%

The DSG is helping to ensure that children reach their secondary ready outcomes by the end of KS2. Many of whom are doing better than their national peers.

Interventions continue to demonstrate a positive impact on learning with the school closing the gap between vulnerable groups and their peers.

DSG compared to all pupils: The gap between DSG and all pupil outcomes.

Brackets mean (whole class %) against in house data.

2019 Using % (Total at ARE is in brackets, the % before this is how much above or below the disadvantaged children are).
The average difference is highlighted.

Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	-11% (86%)	-6% (86%)	-13.5% (83.5%)	-12% (83%)	+3% (80%)	+5% (90%)
Writing	-22% (72%)	-4% (84%)	-10% (80%)	-3% (74%)	+10% (73%)	-7% (93%)
Maths	-23.5% (73.5%)	-6% (86%)	+5% (65%)	+26% (60%)	+6.5% (76.5%)	-3% (93%)
Overall Diff	-18%	-5%	-6%	-3.6%	+19.5%	-1.6%

ARE means Age Related Expectations.

The gap has closed significantly across each year group when compared to the 2018 outcomes.

All of these areas are continually tracked each year in school and staff are held to account for the progress of pupils in their class.

How will the DSG Money be spent in 2019-20?

Cottingley Village Primary School will continue to ensure the progress of all its children. The DSG will continue to be used in ways that enhance the success to date in its use and impact: Please see our 2019-20 plan on our school website in the PARENTS section, click on Pupil Premium to view.