



Blessed Robert Widmerpool Catholic Voluntary Academy

Disadvantaged Children Grant Report 2017-2018

Allocation £32 300 (including EYFS total funding at £572.40)

Ensuring that funding reaches the disadvantaged pupils.

Disadvantaged Children Funding enables us to ensure that all pupils are provided with a wide range of opportunities and rich experiences to enable them to achieve, thrive and flourish.

| What are the barriers faced by Disadvantaged Children? | What are we spending the funding on? | What is the rationale for spending it on these areas? | How will the impact be measured? |
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| <p>BRW currently have 20 DA children registered in school (8%)</p> <p>Research is clear that in some cases these children perform academically less well than their non-DA peers.</p> <p>Some of these children may not have had the enriching learning opportunities experienced by their peers; some may have less motivation and drive to learn leading to poor attendance and performance. It is important to note that this is not true for all DA children.</p> <p>It is every child's right to learn and thrive safely, happily and achieve their full potential.</p> <p>The DA funding at BRW is spent in such a way that it allows the child to be provided with rich, inspirational learning experiences which build on existing knowledge and create a passion for life-long learning; that the home-school links</p> | <p>Increasing/maintain high attendance and punctuality (EWO) £3000</p> | <p>Children attend school as much as possible to:</p> <ul style="list-style-type: none"> • Access high quality education • Ensure maximum engagement with education • Develop, maintain and ensure a positive attitude to learning and education • Ensure learning and education is highly valued and aspirations are created for learning in later life • All learning opportunities are encouraged and accessed • Potential barriers and gaps in learning are minimised | <p>Attendance figures to be monitored closely by the EWO and reported to the Headteacher and Governors.</p> <p>Attendance figures of DA children to be equal to or higher than non DA children</p> |
| | <p>Pupil and Family Incentive and Rewards £150</p> | <p>Children are awarded with this incentive to</p> <ul style="list-style-type: none"> • Praise and reward efforts in learning • Strengthen home-school links • Encourage parents to be involved in and support children's learning • Develop, maintain and ensure a positive attitude to learning and education | <p>Staff, Pupil and Parent Voice report positively on the impact of this incentive and children show engagement and enjoyment for learning</p> <p>Data for individual children will show expected or more than expected progress</p> |
| | <p>Individualised Learning Programs £1000</p> | <p>Individualised Learning Programs are put in place to:</p> | <p>Staff and Pupil Voice report positively</p> |

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| <p>are strengthened; that individual needs are met; that the whole child is developed.</p> | | <ul style="list-style-type: none"> • Motivate children, ensure maximum learning opportunities and excite children with their learning and personal passions • Create positive attitudes towards learning • Ensure children enjoy the learning experience • Encourage children to pursue and develop personal interests, ideas, gifts and talents • Develop expertise in an area | <p>This will have a positive impact on attainment and progress</p> <p>ARE and progress targets are met and measures are in line with non DA and national other</p> |
| | <p>After School Clubs £1560</p> | <p>Children are personally encouraged to attend after school clubs to:</p> <ul style="list-style-type: none"> • Encourage a healthy, active lifestyle • Develop a positive attitude towards sport, exercise and extra-curricular activity • Experience exhilaration and enjoyment • Improve social skills, interaction and relationships with other children and staff • Build confidence and self esteem • Enjoy a sense of success, through hard work, discipline and challenge • To provide enriching experiences • Enhance gifts and talents | <p>Pupil, Parents and Staff Voice report positively</p> <p>This will have a positive impact on attainment and progress</p> <p>ARE and progress targets are met and measures are in line with Non DA and national Other</p> |
| | <p>Support Residential Visits and other School Visits £500</p> | <p>Children are funded to attend residential to:</p> <ul style="list-style-type: none"> • Experience rich, memorable and inspirational learning opportunities • Be inspired to learn • Develop positive attitudes towards learning away from school • Experience exhilaration and enjoyment • Improve social skills and relationships with staff and children • Build confidence, self-esteem and independence | <p>Pupil, Parents and Staff Voice report positively</p> <p>This will have a positive impact on attainment and progress</p> <p>ARE and progress targets are met and measures are in line with non DA and national other</p> |
| | <p>Support Development of Outdoor Curriculum £877.50</p> | <p>To allow:</p> <ul style="list-style-type: none"> • Children to learn to be independent and to develop self-esteem • To encourage speaking and listening; verbal communication | <p>Pupil, Parents and Staff Voice report positively</p> |

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| | | <ul style="list-style-type: none"> • Connect with others and develop interpersonal skills • Reduce feelings of isolation • Enable increased physical activity • Increase attitudes towards and habits of healthy fruit and vegetable consumption (healthy eating) • Reduce feelings of stress and anxiety • Improve hand strength and dexterity | <p>This will have a positive impact on attainment and progress</p> <p>This will have a positive impact on emotional well-being: Children will demonstrate greater independent, engagement in learning and greater self-esteem</p> |
| | <p>Provide TA support for specific children and interventions £21 012.50</p> | <p>To ensure:</p> <ul style="list-style-type: none"> • Individual needs are supported and met • Raise standards through 1:1/small group support | <p>This will have a positive impact on attainment and progress</p> <p>ARE and progress targets are met and measures are in line with Non DA and national Other</p> <p>Confidence, engagement with learning and self-esteem will increase</p> |

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| | <p>Mathletics Online Programme £200</p> | <p>Funding is spent on this online programme to ensure:</p> <ul style="list-style-type: none"> • Provide tangible home-school links • Provide a digital learning platform for home-school learning • Provide motivating, exciting, challenging and competitive learning opportunities | <p>Pupil, parents and staff voice report positively</p> <p>This will have a positive impact on attainment and progress</p> <p>ARE and progress targets are met and measures are in line with Non DA and national Other</p> <p>Children will engage with IT resources which aids and motivates learning, enabling a meaningful, worldwide platform</p> |
| | <p>Enhance outdoor environment £2000</p> | <p>Funding is spent on the outdoor environment:</p> <ul style="list-style-type: none"> • To enable learning to occur outdoors • To enhance the learning experience • As a result of feedback from the children • Provide enriching learning opportunities and experiences • To motivate and engage children in learning in the wider curriculum | <p>Pupil, parents and staff voice report positively</p> <p>This will have a positive impact on attainment and progress</p> <p>ARE and progress targets are met and measures are in line with Non DA and national Other</p> |
| | <p>Counselling £2000</p> | <p>To ensure:</p> <ul style="list-style-type: none"> • Individual needs are supported and met • Support the development of a healthy mental and emotional well-being | <p>Pupil, Parents and Staff Voice report positively</p> <p>This will have a positive impact on attainment and progress</p> |

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| | | | ARE and progress targets are met and measures are in line with Non DA and national Other |
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Review

DA Funding and its impacts are reviewed regularly and rigorously throughout the term in accordance with the monitoring calendar. Monitoring involves lesson observations, learning walks, book looks, pupil voice, staff voice, parent voice and assessment analysis.

The impact is reported on termly in the Headteacher's Report to the School Governors and reviewed during the monitoring process.