

Disadvantaged Pupils at Ide



The Ofsted school inspection handbook defines 'disadvantaged pupils' as those:

- With special educational needs and disabilities (SEND)
- Pupils who meet the criteria for pupil premium funding.
- Children in need of help and protection who are receiving statutory local authority support from a social worker.

At Ide we are determined that every pupil, regardless of their personal circumstances, has the right to:

- Enjoy school and be an active member of a caring community
- Develop a positive sense of self through a focus on social, emotional and mental health
- Have a secure foundation of English and maths skills which will prepare them well for the next stage of their education
- Have access to a curriculum that maximises their individual potential
- Access our broad extra-curricular provision

At Ide, we use a wider definition of 'disadvantage' and therefore include any pupils that are:

- In receipt of pupil premium
- Pupil or family member experiencing either short or long term physical, emotional or mental ill health
- From a forces family
- Children who are in care, and children who have previously been in care
- From a traveller family
- Going through a traumatic life event
- A refugee
- An asylum seeker
- A young carer
- Growing up in difficult family circumstances

Although we do not consider EAL children as disadvantaged, we do track their social and academic progress and attainment carefully and offer additional support as required.

Funding:

Some of the above groups attract additional funding but most are supported within the school budget. There are separate reports and plans available to demonstrate how we spend our pupil premium.

Monitoring and Support:

The Headteacher assumes responsibility for monitoring the attainment and progress of all children in the school; this includes all pupils in receipt of Pupil Premium funding.

Class teachers are aware of disadvantaged pupils within classes and use a range of strategies to ensure their emotional wellbeing and progress is fully supported. Teachers actively seek ways to boost the confidence and self-esteem of disadvantaged pupils, giving them the emotional tools to understand their feelings, develop resilience and be ready to learn. Disadvantaged children may also benefit from smaller group work focused on wellbeing, depending on individual needs.

The Headteacher, deputy headteacher and SENCO where appropriate work closely together to monitor all disadvantaged pupils to ensure that they are receiving the required support to help them to make progress in their learning. We recognise that every child is individual and therefore needs different support to help them to make good progress.

This includes tracking data and working with teachers to plan appropriate support and targets. Whilst this support is for all vulnerable pupils, any pupils who have been in receipt of free school meals, who are looked after or are from service families are given particular focus if they are at risk of falling behind their peers or if their progress is not as expected.

Further information and support:

<https://www.devonias.org.uk/>