# Disadvantaged Pupil Case Study

# A family of 3 children

Started CPS March 2015

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| **Vulnerable Group(s):** **PP, SEND (S&L) ( Y2)****Previous Social services involvement****Early help/ Chin/- escalating/ deescalating** | **Academic Year:** 1\* currently Y61\* currently Y41\* currently Y2 |
|  **Pupil Name:** **A arrived when in Y4 (March)****B arrived when in Y2 (June)****C arrived when in YR (June)** |  |

**Case History:**

* **The family arrived from another school following issues and concerns that the parent had that ‘had not been dealt with’**
* **The children had been home schooled for some time before a place at CPS was possible**
* **A arrived first , then a month later the other two siblings joined**
* **The youngest sibling had no reception education as such as he started with us in June of the reception year**
* **Mother was very open that she had mental health issues and had depression**
* **There had been on and off social service involvement since 2011; concerns with domestic abuse- verbal with dad who lives at the house but are separated; long history of police involvement with the family and extended family who also live at the property; concerns about the poor home life of the children- dirty, broken furniture, food on the floors**
* **One of the children’s speech and language is well below age related skills; the children have been not educated for periods of time**
* **All three children are bright children and are on track for national expectations**

**Overcoming Barriers Plan:**

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| Relationships between home & school: Identified Barriers | Observations and analysis of other information | Actions Taken & Timescales | Impact |
| Lack of engagement between mum and school- ‘anti school’ | Anti-school- aggressive towards school and staffTelephone conversations with Mum and Early helpMum blocking the schools number | Engaging with dad moreSupporting the family and dealing with issues as and when they arrive to show that school experiences can and are different | Good relationship with dad developingMum is coming into school to pick up the children on occasions |
| Lates and attendance issues  |  High absence rate and high numbers of latesAll children attendance 2015 ave 57%2016 ave 81%2017 ave 79% | EWOFLOIntensive work and support from the schools attendance officers- both stick and carrot and including developing a strong relationship with the dadAt the end of T4 and to ensure that child ‘A’ was in for SATS the school offered Breakfast club to all the children- they all attend and enjoyed it so much that this has now continued. | Improvement since 2015Since 1st May this year all the children have been in 100%- 4 weeks consecutivelyChild ‘C’ improvement in his reading since being in school everydayOther children very positive about school and want to be hereAll children will be at age expected by the end of the year. |

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| Readiness for Learning: Identified Barriers | Observations and analysis of other information | Actions Taken & Timescales | Impact |
| Lack of experience of routines and expectations of being within a classroom  | Difficulties to adjust to being in school due to extended absences | Firm and supportive communication between school and home about expectations, including homework and readingTheir lateness did in their first year have an impact on their learning and this was evident in the slow progress they made in the 1st lesson of the day compared to the progress made in the lesson after break |  Improved punctuality has meant that all three children are ready to learn each morning; they are on top of their homework (this maybe done at home or school) and read regularly. |
| Challenges around interaction with peers  | Bullying in old school Mums ‘perceived bullying’ allegations at CPS | Dealing with any issues straight away and communicating outcome straight awayPastoral work done with mum and DS re what is bullying together with pastoral support for child ‘A’ in learning to interact with his peers | All children have a strong friendship group at school and all three children love being at school |

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| In class provision: Identified Barriers | Observations and analysis of other information | Actions Taken & Timescales | Impact |
| Lack of experience of routines and expectations of being within a classroom  | The children were bright but needed time to settle | On starting all three children had buddies to help them settle. They were quickly integrated into their classes. Their lateness did in their first year have an impact on their learning and this was evident in the slow progress they made in the 1st lesson of the day compared to the progress made in the lesson after break | The children settled quicklyImproved punctuality has meant that all three children are ready to learn each morning; they are on top of their homework (this maybe done at home or school) and read regularly. |
| Limited experiences of some aspects of learning  | Child ‘C’ 20/40 for phonics screen abut he didn’t attend Year R [previous school] so has made good progress.  | Child ‘C’ went into a basic skills- small group set that supported his gaps in his learningThe other children’s gaps in learning were identified quickly through the schools assessment monitoring cycle and appropriate interventions put in to support. | All three children ended last year at national expectations except for Child ‘C’ and they have continued to make the same progress this year so that again by the end of this year they are likely to be at expected across all areas. |

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| Interventions: Identified Barriers | Observations and analysis of other information | Actions Taken & Timescales | Impact |
| Speech & Language  |  Child ‘C’ 20/40 for phonics screen in Y1 but he didn’t attend Year R [at other school] so has made good progress.  |  Speech and language referral with specific interventions put in place | Child ‘C’ is making slightly slower progress and is just below expected |