# Disadvantaged Pupil Case Study

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| **Vulnerable Group(s): PP, SEND (S&L)** | **Academic Year: Reception** |
| **Pupil Name: Cassy** | **Class: Otters Class** |

**Case History:**

* **Cassy lives a distance from school which affects her attendance and she is often late**
* **Her mother is a single parent and Cassy has no contact with her father**
* **Her speech and language is well below age related skills**
* **She has 4 siblings, all at secondary school and there is a history of challenging behaviour at home – this has affected her life experiences**
* **Summer Born**
* **Cassy is currently Age Expected for many characteristics of learning and has the potential for being a middle attainer**
* **She is artistic and creative and enjoys all elements of role play, creative play and small world**

**Overcoming Barriers Plan:**

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| Relationships between home & school: Identified Barriers | Observations and analysis of other information | Actions Taken & Timescales | Impact |
| Initial lack of engagement from mum with school | Mum was not open to having a home visit. Cassy rarely attended pre-school provision and didn’t attend any of the transition events | Key worker identified to prioritise speaking daily with Casey’s mum to build a relationship of trust, focusing on Cassy’s achievements, strengths and involving mum in planning for Cassy’s next steps. This is through a communication book, over the phone and when mum comes to school | Mum is increasing in her levels of engagement with the school and now listens to Cassy read once or twice a week. She has also contributed to Cassy’s Unique Story and shared some elements of Cassy’s learning and development at home |
| Lates and attendance issues | Flo liaised with local schools: 2 older siblings walk to local High School and arrive on time  Flo identified that mum has few relationships with mums from the year group as her other children are much older. Flo arranged a small coffee morning to talk about settling into YR and made introductions (6 mums attended) | Another parent collects Cassy from her siblings on the way to school in the morning (on-going)  Flo speaks with mum weekly around arrangements for coming to school and has built a trusting relationship | Attendance T1 – 87% (21 times late)  Attendance T2 – 94% (8 times late)  Attendance T3 – 95% (12 times late)  Attendance T4 – 95% (6 times late) |

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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 | Cassy initially found the routines and whole class aspects of Year R overwhelming. Struggled to follow instructions and would become upset if not allowed to make independent choices at all times | Identified adult met Cassy everyday for T1 on the playground and talked through the first routines of the day with visual reminders. 1:1 stayed with Cassy for first 30 mins to establish routines, ensure Cassy felt safe and reiterate expectations. This reduced steadily over the first term. | By end of T1 Cassy confident in the daily routine and follows instructions well  Interactions with both children and adults have strengthened |
| Challenges around interaction with peers | Cassy has limited experience of playing with children her own age. During play she could be very independent and keen to play alone or, when interacting with others would regress, become immature and want others to carry out activities and challenges for her | T1 – time was given to Cassy to allow her to acclimatise to a very different setting.  T2 & T3 – TA supported Cassy with identifying a friend each morning to engage in an early morning activity prior to register  Adults in the setting would model play with her when she was engaged and motivated by an activity. | This remains an on-going aspect for Cassy. She often regresses to very immature behaviour over school holidays and needs some scaffolded play and interaction activities alongside adults for the first few days back in 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 |  | Adults within setting remind Cassy of the expectations, procedures and routines quietly, 1:1 at key transition points throughout the day. Initially visual prompts and modelling and rewards were used | Cassy has become more engaged with the routines in YR and follows instructions more readily |
| Limited experiences of some aspects of learning | Cassy has limited vocabulary and doesn’t recognise many simple objects, situations and experiences. During times when confronted with the unknown she often becomes withdrawn and stops communicating | During the first term staff ensured that some of the prompts and stimuli in different learning opportunities were based around familiar Disney characters, the only characters Cassy was familiar with | This promoted enthusiasm and excitement from Cassy and encouraged her to engage more in activities and use language to share her ideas and play |

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| Interventions: Identified Barriers | Observations and analysis of other information | Actions Taken & Timescales | Impact |
| Speech & Language | Mum has shared that Cassy rarely talks in sentences of phrases at home, she generally uses nouns or verbs in isolation and her sibblings respond.  Her level of language on entry was well below that expected for her age | Term 1 – Daily 10 mins by specialist S & L TA, playing alongside Cassy to model key language during Child Initiated  Term 2 – Small group during Child Initiated 3 x per week 15 mins, modelling and developing language through small world and role play  Term 3 – 1:1 phonics 10 mins per day with TA revisiting phase 2 | Cassy’s language development is now within the normal ranges.  Her vocabulary remains poor and this is the on-going focus |
| Early Reading | Cassy had limited experience of books. She knew some stories and had a love of playing pretend but based around television and movie stories | Term 2 – 1:1 daily picture book sharing. Focus on story telling, developing language and introduction to fairy tales, nursery rhymes etc.  Term 3 & 4 – Daily reading 1:1 or 2:1 | Initially Cassy needed familiar stories for TV and movies to be interested or excited. Cassy now enjoys books and is age expected for reading skills |

Cassy is set to achieve her GLD at the end of YR and will enter Y1 on track for Age Expected Standards