# Disadvantaged Pupil Case Study

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| **Vulnerable Group(s): PP, EAL**  | **Academic Year: Year 3**  |
|  **Pupil Name: Agusia**  | **Class: Robins**  |

**Case History:**

* **EAL – Polish (came to Britain and started at a school in London October Year 1)**
* **Joined school at start of Y3 – family moved to Kent in August following eviction from previous home after father lost his job**
* **Currently living in shared housing with another family (4 adults and 7 children in 3 bedrooms on local estate)**
* **Agusia did not achieve the phonics screen or age-related standards in any area at the end of Year 2**

**Overcoming Barriers Plan:**

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| Relationships between home & school: Identified Barriers | Observations and analysis of other information | Actions Taken & Timescales | Impact |
| EAL | - | Translated letters and information wherever possible Meetings arranged where Dad can attend with Mum as Dad has stronger English  | School have developed a positive relationship with the family and work together to support Agusia in her learning  |
| Home situation  | - | FLO signposting parents to help and support within the community for housing, work etc. Links with Children’s Centre  | Dad has recently secured some temporary work in local factory and is looking for housing for the family  |
| English Education System  | - | Workshops for parents on curriculum, expectations etc. Dad has attended 2 sessions in the evening  | Agusia now completes her homework on a regular basis  |

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| Readiness for Learning: Identified Barriers | Observations and analysis of other information | Actions Taken & Timescales | Impact |
| Pre Teaching  | Agusia has very limited vocabulary around any technical language, particularly grammar aspects of the curriculum  | Key vocabulary taught to a small EAL group daily in preparation for core subjects  | Agusia is now engaging more in class lessons, recently contributing occasionally in whole class work and talking more freely in small groups to share her opinion and offer solutions to problems  |
| Emotional Wellbeing  | Agusia has shared that her home environment makes 1:1 time with parents difficult  | 2 mornings per week, before school Agusia and her Mum use the school library to share a book. School provide tea and toast and they share breakfast and some private time together. Sometimes this is a book bought from home in Polish and sometimes a book chosen from the library  | Dad has reported that both mother and daughter find this time special and teacher reports that Agusia has a very positive attitude on coming into class on these mornings  |

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| In class provision: Identified Barriers | Observations and analysis of other information | Actions Taken & Timescales | Impact |
| Vocabulary  | - | Word banks are provided for Agusia for all lessons with key vocabulary On introduction to new topics the key words are provided for Agusia translated into Polish  | Agusia’s vocab has strengthened significantly this year and she now uses many common technical words confidently. She has also become more confident with accessing the working wall for vocabulary definitions and examples to independently support her learning  |
| Learning Confidence  | Agusia can be very reticent in attempting new things and can be tearful and lacking in confidence  | In lesson ‘check ups’ – TA or teacher checks in regularly with Agusia, praising her for small attempts and celebrating every successCareful pairing in class from supportive, quiet children who encourage and work well with Agusia Tasks presented in small sections, one aspect at a time so Agusia is not overwhelmed by the expectation  | Significant growth in confidence and resilience Agusia has responded well to the individualised approach and is now engaging more with the whole school approach to metacognition  |

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| Interventions: Identified Barriers | Observations and analysis of other information | Actions Taken & Timescales | Impact |
| Music Lessons  | Agusia has a love for music and has shown significant aptitude in her class lessons  | Agusia has singing and flute lessons weekly provided by the school  | Agusia has joined both Choir and Orchestra as after school opportunities. This has further strengthened her gift in music as well as developing her social interaction with others  |
|  |  | 1:1 reading & time to talk15 mins 1:1 daily to share a book, talk with an adult and have some individualised attention  | Agusia’s wellbeing levels have increased, she has shared in her pupil voice PP interview that this is her favourite part of the school day Her reading progress is 9 months in 5 months so far, this year  |

Agusia has made accelerated progress in all core areas this year. Vocabulary and confidence remain the most significant barriers but with continued progress at the current rate Agusia will be working within Age Related Standards by the end of Y4