



ASPIRE BELIEVE ACHIEVE

STRATEGY FOR DISADVANTAGED PUPILS

Key Indicators of Effective Disadvantaged Provision

1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



At St Giles' and St George's C of E Academy we aim to implement this through the following:

Quality First Teaching

Our Leaders believe this is the key to the success of the vast majority of our pupils.

- The high expectations of our staff, strong knowledge of educational pedagogy and the national curriculum content ensure lessons will move swiftly using AfL precisely to respond to needs in each lesson
- Our classrooms promote an honest, open and independent approach to learning where misconceptions are used wisely to embed and deepen learning.
- Pace is ambitious, weaving in time to practice, embed and deepen knowledge
- Reasonable adjustments are made to ensure all learners meet at least age related expectation and intervention is both swift, purposeful and specific to ensure those who are working below expected levels can achieve.
- Formative and summative assessment is used effectively to identify the gains pupils have made and our staff respond appropriately
- The deployment of resources such as staff is flexible and reflective to need.

Aspiration

- We will promote a no excuses culture across all our school where barriers are quickly challenged.
- Target setting will avoid all stereotyping and will ensure that opportunities are provided for our most disadvantaged pupils.
- Our school recognises the need to enhance the breadth and range of 'life' experiences for many of our most disadvantage, this forms part of our 'Curriculum Tree'
- We will do this by ensuring all attend clubs, have access to all trips, are encouraged to learn how to play a musical instrument, are provided with access to high quality and wide range of reading materials and have time to learn and use a wide range of subject specific and creative vocabulary.
- We work tirelessly to ensure parents can engage with our school and take an active role in enhancing life beyond the school gates as much as possible through 'Shine Days' Homework Sharing, Information workshops and 1:1 conversation with staff.

Attendance and Behaviour

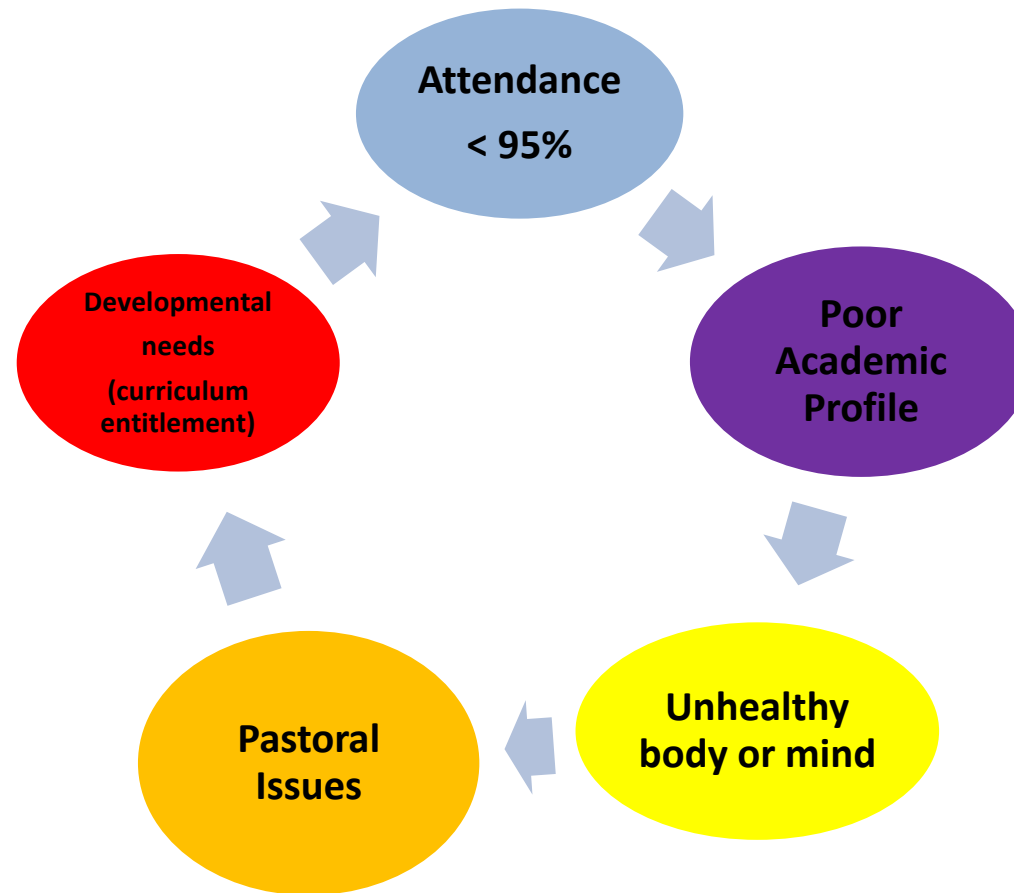
- Our school provide clear behaviour and attendance policies which are applied with consistency by all.
- Strong CPD support leaders to monitor, tackle and rectify any issues relating to behaviour, SEMH and poor attendance.
- Our school provides an In-school trained counsellor and 'Rainbow room' where individual counselling is given to those children in need.
- The school dogs provide a safe place for those children who feel overwhelmed or struggle to attend school.
- Intervention when needed will be rapid, personalised and supportive, also extending into the home if appropriate.

We have adopted the **predict, profile and prevent** strategy to drive our identification of pupil needs and also to recognise barriers to achievement via the use of our profiling tool. In order to challenge our provision, we have also defined what the success of our most disadvantaged pupils must look like.

Success Indicators for our Most Disadvantaged Pupils



How do we identify the needs of our DA Children?



By using the criteria above we can identify areas of achievement and those which required further consideration in order for a pupil to thrive, succeed and achieve.

Once this has been completed staff will use the following toolkit to **predict** and **prevent** underachievement in any of the 5 key areas above for a disadvantaged pupil.



Attendance

Success = Attendance will be at least 95%

Predict typical barriers/issues:

1. Parents priorities
2. Lack of routine
3. Transport/ Lack of wider family support
4. Parent illness/medical
5. Parent expectations
6. Equipment & Clothing
7. Confidence
8. Finances – Trips
9. Parents working from home/shits
10. Overprotective parents (illness)
11. SEN i.e time telling
12. Not seeing the importance of attending
13. Social Issues (i.e lack of uniform/shoes/kit)
14. Lack of wider family support

We will prevent identified barriers/issues by:

1. Text reminders
2. Parenting drop-ins/clinic
3. School to collect/school to fund taxi/Before/after school club
4. As above
5. Regular coffee mornings/Parent & Toddler group/invite parents to volunteer/trip so they can experience school life
6. School bank of resources and equipment (Forest school, swimming, PE kits, dressing up clothes etc) More simple dress up ideas
7. Nurture for children
8. Funding/free trips
9. Counselling/
Rainbow Room/ School
Dogs
11. Offer Workshops
12. Promote, encourage, reward and work with families
13. Provide uniform, offer to wash and clean, donated spare kit
14. Kit purchased for them
15. Build relationship with school families/peers



Pastoral Profile: Success = Staff will know each DA child personally

Predict typical barriers/issues:

1. Transition – first few weeks
2. Lack of communication with parents/families
3. Busy timetable – not getting to know the children individually
4. Reluctance of parents
5. Background, not knowing parents'/home life/setting
6. Child has barriers up against us trust issues
7. Parental Influence
8. Nursery - if they don't attend a school nursery
9. New child – Handovers
10. No family contact in order to understand their overall background
11. Time with teachers – Not enough/pressures throughout the year
12. Stable staffing and staff absences 1
13. Curriculum
14. Time pressures no time to talk
15. Children may have a favoured member of staff that they will attach to and build up trust

We will prevent identified barriers/issues by:

1. Additional transition
2. Up to date contact numbers – teachers speaking to families face to face
3. Designate a time to catch up (end of the day)
4. Build relationships with families – invite them to coffee mornings etc
5. As previous
6. Getting to know the child's interest to build upon trust, offering learning around their praise and encouragement
7. Build a positive relationship with parents as soon as you can
8. Communicate with external settings, could we have a profile which gets passed up between year groups?
9. Welcome date before they start/stay and play
10. Sourcing information from other sources, LST, Homestart, Glow
11. Timetable at the start of the year to get to know parents and throughout, what can we do to nurture.
12. Staff wellbeing and support 13. DA enrichment opportunities
14. PSHE Jigsaw programme
15. Nurture sessions, Speaking/keeping an eye on open dialogue with previous teachers to know what works/doesn't work



Healthy Mind and Body: Success = Every DA child will have a healthy body and mind

Predict typical barriers/issues:

1. Lack of sleep
2. Lack of food/nutrition
3. Lack of exercise
4. Lack of self-respect/worth
5. Lack of hygiene
6. Lack of understanding of how to be healthy
7. Lack of resilience
8. Friendships
9. Fixed mindset
10. Money
11. SEMH difficulties
12. Split families
13. Staying up too late/gaming/tired
14. Clubs that charge

We will prevent identified barriers/issues by:

1. Parenting support
2. School Foodbank
3. Provide breakfast club
4. Parent workshops, clubs, outside agencies
5. Support in school – pupil leadership team involvement
6. School Nurse, promote why health/exercise/hygiene important/parent workshops
7. Cooking Class/Cooking on a budget
8. In School counsellor, promote calm corner in the class, Rainbow room educate parents and children to what is appropriate
9. After school activities and care club
10. Health school focus/break the mould
Signpost to agencies, free fruit, milk etc in school
11. Understanding of the importance of good health e.g. drinking regularly/counselling
12. Budgeting for families/support for parents
13. Try to educate the parents to the impact of staying late and importance of school
14. Promote teacher run clubs



Academic Profile:

Success = DA child will be making accelerated progress.
Staff will know each child academically

Predict typical barriers/issues:

1. Stereotype with other siblings
2. Parental expectations
3. Parental support/Reading at home
4. No internet
5. Lack of resources
6. Lack of conversations
7. Fixed mindset of not being able to achieve
8. Change of circumstances that haven't been flagged up
9. Attendance
10. Basic needs
11. Rapid interventions
13. Teacher expectations and mindset (only DA can't do)
14. Child mindset, willingness, worthiness and attitude
15. PSED - Emotions, confidence, trust in carers
16. Home background

We will prevent identified barriers/issues by:

1. Assess the child correctly/as an individual
2. Get parents into parents evening/informal chats/share what child can do
3. Rewards – daily reading at school/praise/homework club
4. Homework club/TT Rockstars club/spelling logs
5. Further reading/talking
6. Celebrate the smallest of achievements (tell Headteacher/phone parents/tell other members of staff)
7. Ensure that any changes get shared and flagged up. Staff meeting/briefing, time to share information with other staff (e.g. changes in family circumstances)
8. Collect from home, reward time with the dogs
9. Have breakfast, snack (fruit in all classes)
10. Communication between teachers, more bump up
11. Same expectations for all if not higher
12. Growth mindset – can't do it yet
13. Make time intervene quickly, Wellbeing referral (In House), Rainbow Room Pass, mental health specialists
14. Shine Days/Social Meetings/Support Groups/Pair up with other parents
17. TA provision based on where the needs arise

17. Need extra adult time for interventions, carefully planned timing, so not to miss other learning

18. Readiness for learning – all needs met 19.

Accurate start point

20. Resources

21. Wider general knowledge experiences 22.

Language – Vocabulary

23. Self-esteem

24. Lack of enrichment

25. Homework/reading/spellings not completed

18. Teaching mindset, knowing who to go for help, nurture in a discreet way.

School to be well supplied/stocked with spare clothes, breakfast etc 19.

Adapt/be aware of start points/don't assume

20. Provide with books/pens etc. 21. Providing

opportunities e.g. Theatre Trips 22. Rich language in class

23. Circle time/peer support/positive praise 24.

After school club

25. Homework club



Curriculum Entitlement:

Success= Every DA child will be and feel a valued member of the school community and will be accessing their full curriculum entitlement

Predict typical barriers/issues:

1. Behaviour
2. Parental support/involvement
3. Their attitude/love of subject/resilience/drive
4. Self-belief
5. Parents knowledge
6. Resources/Money
7. Time
8. Not feeling valued/like they belong
9. Lack of Confidence
10. Can't go or participate in clubs (e.g. bike club – no bike)
11. Assuming experiences
12. Staff reluctant to pick these children to represent the school
13. Not having access to uniform or clean uniform or costumes
14. Trips being able to afford 15. Clubs
16. Parents ability/willingness to take to

We will prevent identified barriers/issues by:

1. Clear sanction and reward system
2. Text/Facebook/Home-time communication
3. Promoting strategies to promote a positive behaviour/model behaviour (resources/roles and building up responsibilities)
4. Promoting a can-do attitude to build confidence
5. Regular communication/parent workshops/simplified technology
6. Planning/Celebrate home achievements/Involve parents/ ALWAYS club
7. Individual whole School roles
8. Nurture, constant reassurance and effort
9. Donations/PE budget to be spent 11.
10. Practical experience e.g. party/shop
11. Spare uniform to be provided
13. School to approach parents to offer school support if needed (individual cases)
14. DA to get first refusal
15. More clubs in school time so parents don't have to come back to school 16. Communication find reasons why they don't go money/parental concerns
18. Homework club
19. Text, school clubs, paid Care club offer, rewards, transport offer
20. Transport, dinner time clubs, paid Care club offer, paid swimming clubs, paid trips
22. Show them confidence/value. Parent workshops to show involved in learning, club invite for parent

<p>clubs/collect afterwards</p> <p>17. Experiences e.g. Young Voices, attend rehearsals but don't go to the event</p> <p>18. Homework</p> <p>19. Attendance</p> <p>20. Parental Support</p> <p>21. Home background</p> <p>22. Pre-conceived ideas from others</p> <p>23. Curriculum clubs</p> <p>24. Unknown timetable in afternoons</p> <p>25. Parents dismissive of achievements</p>	<p>23. Build new relationships, don't assume family stereotypes</p> <p>24. Priority clubs access, especially within school time to build life experience</p> <p>24. Visual Timetable</p> <p>25. Celebration assemblies/rockstars/shout outs in class/ ALWAYS club</p>
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This document was created with school staff and Directors during Autumn 2019 consulting the following documents:

- 1) Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report November 2015.
- 2) EEF Guide to the Pupil Premium
- 3) EEF Closing the Attainment Gap
- 4) EEF The Big Picture
- 5) NFER Supporting the Attainment of Disadvantaged Pupils