



Building blocks for raising attainment of disadvantaged pupils at St. Matthew's CE Primary School

Using the NFER model to show how we promote high attainment for all.

Whole school ethos for attainment for all

- **Our mission statement shows that we are aspirational for all our children:** High educational expectations within a caring Christian Community so all our children have successful futures
- **One of our core values is to aim high** for all pupils and all staff. High standards are key here.

<p style="text-align: center;">Addressing behaviour and attendance</p> <p>Behaviour is good in all classes and around the school. Pupils make contributions as school councillors and faith representatives.</p> <p>Attendance –weekly monitoring and recognition of attendance (record outside classrooms, stickers in CW) ensures our high regard for attendance is clear to all. HT monitors patterns in attendance and makes referrals to EWO.</p> <p>Social and emotional support – is held in high regard. We know our families well and believe strongly in caring for the whole child. We have two ELSA facilitators, play therapy & support for those suffering a bereavement.</p> <p>Working with families – all are encouraged to support the children in home learning. EYFS & Year 1 promote the importance of reading by inviting parents in for weekly book share. One teacher is assigned to support family learning weekly, especially helping EAL parents.</p>	<p style="text-align: center;">High quality teaching for all</p> <p>Quality first teaching, as shown by EEF, is the most effective strategy to drive improvement for all. This includes: High quality feedback, setting high expectations, involvement in own targets and next steps – AFL presentation given at last Governors meeting, peer assessment, White Rose maths mastery, Blooms taxonomy and high order thinking questions, highly focused lesson design with sharp objectives, high demands of pupil involvement and engagement with their learning, opportunities for peer to peer talk – think, pair, share, pit stops in maths lessons, building independence of learners and using their contributions to inform lessons.</p> <p>Feedback to children, in line with our school marking policy, recognises achievements and shares next steps with pupils.</p> <p>PSCHE lessons also work to ensure our children are emotionally literate.</p>
<p style="text-align: center;">Meeting individual learning goals</p> <p>Challenge is a key part of what we do, striving for the best for all. English and Maths planning provides challenge for all groups of children. From entry into our school in EYFS teachers seek to build planning around the children's interests and experience.</p> <p>Next steps to learning – all children in our school are part of an AfL project to ensure that they know their targets, demonstrate a growth mindset and respond to next step marking. Our Special Needs Support Centre provides 15 places for children in KS2 with ASD to provide an environment where learning and social needs can be catered for.</p> <p>Individual support – we work closely with outside agencies to provide specialist support.</p>	<p style="text-align: center;">Deploying staff effectively</p> <p>All teachers and TAs run daily interventions to support children in achieving their targets, including: precision teaching, 1-1 Reading sessions, spelling, phonics and times table challenge groups.</p> <p>Middle leaders run Numbers Count & Reading Recovery programs.</p> <p>KS2 phase leader runs booster classes in Year 6 for children needing an extra push.</p> <p>SENDco is assigned time in class with key individuals where it is felt this could make a difference to progress.</p> <p>Good practice, identified through SLT monitoring, is shared in peer observations.</p> <p>Leaders support in classes where the class teacher needs development through coaching, team teaching and modelling.</p>
<p style="text-align: center;">Data driven and responding to evidence</p> <p>Our bespoke assessment system ensures consistency for all pupils and means staff have investment and in depth understanding of school expectations. All teachers use data to identify pupils learning needs. Half termly monitoring of attainment and progress at Pupil Progress meetings means rapid response. Lessons begin with sharing the targets children will be aiming to meet that day - All teachers and pupils update target grids in the pupils' books to show achievement.</p> <p>School leaders use EEF and DfE research to inform practice and plan Pupil Premium strategy. All interventions are created with clear aims and their impact is monitored half termly.</p>	<p style="text-align: center;">Clear, responsive leadership</p> <p>DHT responsible for ensuring Pupil Premium is a key focus area and is carefully tracked and monitored throughout the year.</p> <p>PP is a focus area at PPM meetings and Peach PPM follow up with middle leaders. High quality CPD opportunities are given to staff through in house INSET, external agencies and training at the SDBE.</p> <p>Protected SLT time annually to review PP effectiveness and plan for improvement.</p> <p>PP case studies track individuals, look at where successes might be used to support others and what changes are needed to accelerate progress for individuals.</p>

Barriers to learning and individualised support

Barriers to learning

- Attendance & punctuality
- Special educational needs (SEN)
- Low attainment in a core subject not letting them access the rest of the curriculum
- Confidence and resilience
- Parents of pupils eligible for PP engage less with their child's learning at home and school (identified as vulnerable/hard to reach)
- Children with lower starting points than their peers because of lack of family support or opportunity; or a lack of wider opportunities due to deprivation.
- Not doing homework
- More frequent behaviour difficulties
- Weak language and communication skills (esp in the early years)

Provision to narrow the gap

- **Individualised support – consider the child's context**
- Thinking about each pupil in the context of their home circumstances
- Considering whether poor behaviour, exclusions or low attendance were stopping individual pupils from achieving as much as they could
- Reflecting on ways in which they could better support older pupils to study independently outside of school
- Working to improve pupils' emotional skills, where these were barriers to learning
- Ensuring that low expectations were not a barrier to achievement, by considering the potential of individuals

What the research says provision might include

The EEF says that some of the most effective strategies include:

- Quality first teaching
- Feedback
- Oral language interventions
- One-to-one tuition