

IMPROVING ATTAINMENT FOR DISADVANTAGED PUPILS AND OTHERS

The layered model

Global Aim: To eliminate variation in achievement between Pupil Premium pupils and non-Pupil Premium pupils through a focus on quality provision informed by a rigorous cycle of review and planning, whilst raising attainment for all

Main Barriers to Learning

Barriers to learning faced by disadvantaged pupils at Wormley are varied. For some pupils the barriers are few for other they are complex. When planning and evaluating the provision for disadvantaged pupils we consider the children's on an individual basis. However, to help us with considering provision and resourcing at class and whole school level we have identified three broad areas which act as overarching themes for range of barriers facing the children: a) inconsistent starting points b) uniqueness of the child's circumstances and c) special educational needs and disabilities.

Starting Point

Children who have had an inconsistent starting point are likely to: have joined the school part way through a year, in some cases very late in KS2; have had a range of schools before joining; have potentially insecure assessment information or baselines from previous key stages meaning that the curriculum may not have been pitched appropriately or they may be measured against less than robust prior attainment; be new arrivals to the country.

Unique Child

Children who are considered to have particularly unique circumstances are likely to: have complex family circumstance; be subject to child protection plans; be in LA care; be supported by our family support workers; have low attendance due to lack of parental support; have complex social and emotional difficulties; have parents or family members with mental health difficulties; speak English as an additional language.

Special educational needs or a disability (SEND) (see SEND policy and pages on the website)

Children who have a SEND are: assessed as having a special educational needs by the school using the code of practice; likely to have a clinical diagnoses of a special need; assessed by therapeutic specialists e.g. play therapist, speech and language therapist; assessed by behavioural support team e.g. Rivers ESC, Andrews Lane PSB.

Pre-school provision

The school funded the setting up of the pre-school to address community need. No charge made for the running of the pre-school.

Aim: To give young children early access to low cost, high quality learning activities and encourage families to engage with education.

Impact:

- Outstanding provision that offers rich play and learning opportunities
- Screening and early identification of needs (CS&L, SEND, family support)
- Support with parenting (dummies, toilet training, play)
- Strong links and transition to school

Not yet:

- Enough vulnerable families choosing pre-school provision

Nursery provision

The school offers two nursery sessions per day so that 60 children have access to high quality nursery education each day.

Aim: To give young children early access to high quality learning activities and encourage families to engage with education.

Impact:

- Outstanding provision that offers rich play and learning opportunities
- Screening and early identification of needs (CS&L, SEND, family support)
- Support with parenting (play, S&L, early reading, early maths)
- Smooth and consistent transition into full time education

Not yet:

- Enough vulnerable families choosing nursery education

Links with Children Centres

Aim: To support transition into school and ensure consistency and continued support

Impact:

- Vulnerable families offered consistent support as they move into an educational setting
- Joined up support

Not yet:

- Enough vulnerable families engaging with Children's Centres and parenting support

Family transition events

Aim: To build positive relationships with families, introduce the routines of the school and support families in preparing for school readiness

Impact:

- Good attendance - good relationships forged between families, teachers, EY Leader, senior leaders
- Parents gained a good understanding of the culture of the school, the curriculum and expectations for school readiness
- Successful Home Visits - opportunity for parents to talk to staff about concerns (emotional/social/developmental) and children's interests
- Successful other settings visits - opportunity for professionals to talk through transition
- School has a good understanding of children's interests and needs before they start school

Not yet:

- All families attending the transition events

WellComm Screening/I Can programme

Aim: Early identification of communication, speech and language difficulties in order to address needs urgently and close any gaps

Impact:

- Increased expertise - ELKLAN trained staff in Pre-school/EY
- All children screened on entry to school and programmes put in place to address needs and close gaps
- Most children signed off of S&L programmes by the end of YR
- School has trained two S&L TAs to support children with significant needs
- School is able to bridge the gap left by the reduction of NHS S&L therapist support
- Rigorous tracking and assessment of pupils with S&L needs

Key Workers in Early Years

Aim: To enhance provision by providing additional highly trained practitioners to accelerate development and plan learning activities according to the needs and interests of the children

Impact:

- One key worker per 10 children ensures the curriculum and learning activities are driven by the needs/interests of the children. High levels of engagement in the Early Years
- Observations and assessments are more rigorous leading to good progress as next steps are identified and tracked
- Learning Journals on line for parents to access and to stay informed - parents can add their comments

Not yet:

- All children achieving a Good Level of Development

Assessment for SEND

Aim: Early identification of special educational needs and disabilities in order to address needs urgently and adjust provision

Impact:

- Thorough provision mapping to address a wide range of needs
- Individuals have their needs met by highly skilled Inclusion Team
- Rigorous evaluation of intervention impact to assess what is effective and what is not
- Good communication with parents of children with SEND - regular coffee mornings to support families
- Signposting of SEND support groups helps parents to find additional support

Not yet:

- Many parents attending coffee mornings to talk about SEND
- Able to identify all children's needs (difficult to access services such as EP, Counselling, SpLD assessment)

Investment in culture and vision development

The Social Learning Agenda and church school mission- our mission and learning attributes (learning without limits, growth mindset, belonging, leadership, values and virtues etc)

Aim: To develop confident learners equipped to navigate the complexities of the social world and maximise their potential

Impact:

- Children are developing a common and consistent language of learning
- Children are taught explicitly how to become learners and are beginning to understand how learning empowers them
- Children understand how they belong in our community
- A planned programme of values education stimulates children to think about relationships and behaviour - behaviour has improved
- Children enjoy being leaders and rise to the challenge

Not yet:

- All children with positive behaviours for learning - some disengaged learners, particularly boys in Y6/some disadvantaged pupils/some pupils with complex SEND

Investment in Continued Professional Development and Leadership

High quality CPD programme, TLDW, MaST, National SENCo Award, Leading From The Middle, MEd

Aim: To ensure high quality teaching and learning and leaders who drive improvement strategies, action planning and impact evaluation

Impact:

- High quality professional development ensures that all teaching is good and better
- Highly skilled, knowledgeable and reflective staff
- Strong and confident leaders able to advise and coach staff, track and monitor teaching and learning
- High morale in staff as they feel valued

Metacognition

A commitment to **Metacognition** - "cognition about cognition", "thinking about thinking", "knowing about knowing"

Aim: To engage children in activities that promote higher order thinking which involves active control over the cognitive processes engaged in learning, such as planning how to approach a given learning task and evaluating progress toward the completion of a task.

Impact:

- Children learning to take more responsibility for their learning
- Greater self- awareness and understanding of others

Not yet:

- Teacher commitment and time given to such activities

Action based upon research

A commitment to taking action based on research, action research and teacher-led development work (Educational Literature, Education Endowment Fund, HertsCam)

Aim: To link development priorities to research for greater impact and accelerated progress

Impact:

- Evidence informed staff
- Reflective/evaluative practice to try to ensure greater success

Investment in improved tracking systems

Formative Assessment Tracker, Termly Attainment Summary, Provision Map and Intervention Impact Reviews, Pupil Premium Ever 6 Tracker, Traveller Tracker, BME Tracker

Aim: To ensure that attainment and progress is rigorous and effective in raising achievement

Impact:

- Assessment is on-going and achievement is tracked closely so teachers are able to plan for next steps
- Provision and intervention is based upon up to date data, reviewed regularly and evaluated for impact
- Careful tracking of vulnerable groups such as PPF, Traveller to identify issues

Not yet:

- All children securing all learning objectives in Reading, Writing and Maths

Additional teachers, Bases

Aim: To meet the needs of children with complex needs and disabilities

Impact:

- Children receive a personalised curriculum and make good, small steps of progress

- Children have a greater sense of inclusion
- Reduced exclusion

Attendance Monitoring

Aim: To ensure that all children's attendance is 95% and above and reduce gaps in their learning

Impact:

- Whole school attendance is above 95%
- Rigorous monitoring identifies low attendees and persistent absences - families are challenged/fines issued - attendance generally improving
- Less absence due to holidays taken in term time
- Traveller attendance is improving

Not yet:

- Good enough attendance of PPF children in Y6
- Recognition by all parents of the importance of good attendance and the impact on achievement

Breakfast/Afterschool Club

Aim: To provide high quality care for children of working parents and vulnerable families

Impact:

- High quality provision for children
- Support for working families

Not yet:

- Enough places for the demand

Nurture, Play Therapy, Social and Emotional Intervention

Aim: To address barriers that affect children's ability to learn

Impact:

- Play therapy has a significant positive effect on children - raises self-esteem, confidence, empowerment
- Nurture has a very positive effect on children's well-being (SDQ scores)
- Play sessions have a positive effect on children's well-being (SDQ scores)

Not yet:

- Eradicating such barriers to learning - some barriers very complex

Maths Intervention

Aim: To identify the causes of underachievement in Maths and address gaps in understanding

Impact:

- Screening for possible dyscalculia identifies children with specific difficulties in maths
- Investment in a whole school intervention programme - Rapid Maths - a 3x weekly intervention led by TAs - to plug gaps/ misunderstandings and misconceptions
- Investment in an individual tutoring programme for Y6 PPF children - Third Space Learning - 1x weekly ensures personalised tuition for the children to address gaps in learning
- Introduction of daily Guided Maths sessions to address particular gaps
- Y6 Booster support for Maths - individualised support to address gaps/ misunderstandings and misconceptions

Not yet:

- Closing all children's gaps

English Intervention

Aim: To identify the causes of underachievement in English and address gaps in understanding

Impact:

- Screening for possible dyslexia identifies children with specific difficulties in English
- Early phonic intervention by base leader - all children meeting the expectations for the phonic screening by end of Y2
- Early reading and writing intervention by base leader helps accelerate progress
- Reading intervention - Rapid Readers - in Y3/4 supports regular reading
- Daily Group Guided Reading across the school promotes good attainment for all
- Y6 Booster support for reading comprehension develops children's inference and deduction skills

Not yet:

- Accelerating all children's reading/writing standards

PE Intervention

Aim: To address concerns about children's physical development and intervene, raising engagement in PE and healthy lifestyles

Impact:

- Positive impact on children's physical development - spatial awareness, agility, balance, co-ordination
- Positive impact on engagement - improved behaviour
- Some impact on healthy lifestyle choices

Not yet:

- Engaging all children in exercise and healthy living

Home Learning

A change to the style of Home Learning. Children given a choice from a range of activities based on Bloom's Taxonomy, - remember, understand, apply, analyse, evaluate, create. Creative projects that whole families can engage with.

Aim: To promote learning beyond the school day and involve families in this learning

Impact:

- Many families are engaging in home learning activities and projects - positive home school links
- Positive parental feedback - many children enjoy their home learning
- Children respond beyond expectations - individualised learning
- All curriculum areas covered

Not yet:

- All children doing their Home Learning, so a Home Learning club for KS2 children has been started

Communication

Aim: To ensure that all stakeholders are well informed about the life of the school

Impact:

- Many sources of communicating with stakeholders - website, monthly newsletter, email, text, Facebook, Twitter, School App - offer opportunities for families to stay informed

Not yet:

- Reaching all families

Clubs

Aim: To offer further enrichment opportunities (at a subsidised cost)

Impact:

- A good uptake of clubs - football, netball, multi-sports, fencing, basketball, karate, tennis, dance, gymnastics, drama, ballet, art

Not yet:

- Engaging all children in extra-curricular learning

Enrichment

Aim: To offer further enrichment opportunities

Impact:

- Weekly Forest School for YN-Y1 and children in the base - learning outdoors in the natural environment
- Half termly enrichment days - focus on learning attributes - such as Living History Day
- Opera Project in Y4 introduces children to opera and classical music
- Shakespeare Project in Y5 introduces children to Shakespeare and theatre

- Residential, adventure activities in Y6
- Whole school curriculum weeks such as National Science Week, Book Week, RE Weeks
- Workshops, trips and visitors to make learning real and engaging

Family Support

Aim: To signpost and provide additional support for all families, including our most vulnerable ones

Impact:

- Clear signposting for all families
- Intense support for vulnerable families
- Support with eCAF process

Not yet:

- Engaging/empowering all vulnerable families

Achievement for All

Aim: To identify and support underachieving children in partnership with their parents

Impact:

- Regular contact with parents of underachieving children

Not yet:

- Commitment of all families to regular meetings

Academic Mentoring (initiative not yet trialled)

Aim: To offer mentoring opportunities to children who would benefit

Impact:

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