

# Cranbrook Primary School

## Strategies to support Disadvantaged pupils

Target	Tasks to Achieve	Evidence
<p>To ensure that all disadvantaged pupils receive quality first teaching that is pitched accurately to their learning needs and to provide appropriate challenge to allow progress to be made</p>	<p>Improve pedagogy and practice so that teaching is matched to pupils learning styles e.g. reshaping lessons, reflect upon enablers and barriers to learning and split class strategy</p> <p>Improve the quality of attitude to learning, in and out of the classroom including social interaction. Focus on behaviours for learning-active learning so pupils are confident to take on responsibilities and improve their learning.</p> <p>To identify disadvantaged pupils in every class and target extra support to address gaps in learning</p> <p>Ensure consistency with presentation and marking to including high expectations of all pupils e.g. marking includes opportunities for pupils to provide in depth responses to next steps marking which are followed up by the teachers</p> <p>Continue to enhance pupils' learning experiences by ensuring high quality AfL strategies e.g. review of learning objectives, success criteria, peer and self-assessment and pupil voice.</p> <p>Review the use of pupil targets to enable pupils to be partners in their own learning. Ensure all pupils are appropriately challenged including the use of pupil tutorials</p>	<p>Lesson observations include key elements of QFT and a range of teaching styles that support pupils making progress</p> <p>Lesson observations and pupil perception groups show positive learning behaviours</p> <p>Teachers know the disadvantaged pupils in their class and target support</p> <p>Book monitoring/lesson observations support evidence of high expectations and in depth responses to next steps marking</p> <p>Lesson observations show effective AfL strategies to support learning</p> <p>Individual support plans identify steps/strategies to improve teaching and learning</p>
<p>To improve the attainment of disadvantaged pupils at 'exceeding' GLD, Level 3 and Level 5</p>	<ul style="list-style-type: none"> <li>• Continue to ensure high expectations of the more able pupils, so that the pace of learning improves and is rapid e.g. year 6-ensure level 6 objectives are being taught; Year 2-teach to level 3+</li> <li>• Provide open ended activities with the use of higher order questioning</li> <li>• Implement QFT which sufficiently challenges and inspires HAPS by restructuring lessons</li> </ul>	<p>Lesson observations identifies good levels of challenge to raise attainment of more able pupils</p> <p>Lesson observations include a range of teaching styles that support high expectations and challenge</p> <p>Observations identify open ended speaking and listening opportunities</p>

	<ul style="list-style-type: none"> <li>• Embed the use of THUNKS (thinking skills) to extend and develop children's speaking and listening skills</li> <li>• Continue to liaise with outside experts to further extend children's learning e.g. work with Valentine, Beal High school and Happy puzzle company</li> <li>• Ensure materials in the learning environment is conducive to challenging and extending HAPS -challenging boxes, higher order vocabulary</li> </ul>	<p>Pupil perception groups show additional specialist days develop pupil curiosity and enthusiasm for learning</p> <p>Pupil discussions show high quality talk and effective use of challenge boxes</p>
Continue to increase the accountability of Middle Leaders in monitoring and raising the attainment of disadvantaged pupils	<ul style="list-style-type: none"> <li>• Phase Leaders to monitor the progress and attainment of disadvantaged pupils within their phase and generate actions accordingly through half-termly impact reports</li> <li>• Core Subject Leaders to monitor progress and attainment across all phases within their subject area through half-termly Impact Reports</li> <li>• Year Group Leaders to evaluate the impact of interventions half-termly basis and discuss outcomes during progress meetings</li> </ul>	<p>Impact reports completed on a half-termly basis and monitored by SLT</p> <p>Report of actions evaluated and reviewed and dated evident in half termly pupil review records</p>
Make transparent the provision for disadvantaged pupils within whole school monitoring cycle	<ul style="list-style-type: none"> <li>• Highlight the provision of disadvantaged pupils within following formats <ul style="list-style-type: none"> <li>• Lesson observation pro-formas</li> <li>• Book scrutiny pro-formas</li> <li>• Pupil consultations (PP Champions)</li> <li>• Provision identified on pupil premium workbooks</li> </ul> </li> </ul>	<p>All mentioned pro-formas to include evidence of provision for disadvantaged pupils including interventions and clubs</p>
Continue to provide opportunities to extend disadvantaged HAPs through extra-curricular activities	<ul style="list-style-type: none"> <li>• Debate club</li> <li>• HAPS maths club</li> <li>• Entry of school into Quiz Club competitions (Science and General Knowledge) and online quiz resources to be purchased for use in class</li> <li>• Arts Award club</li> </ul>	<p>HAPs are provided with a variety of clubs to extend their learning</p> <p>Pupil premium workbook identifies provision for pupils</p>
Provide disadvantaged HAPS children with additional responsibilities to develop their skills and increase their independence	<ul style="list-style-type: none"> <li>• Digital Leaders</li> <li>• RE Ambassadors</li> <li>• Year 6 Tutors</li> <li>• Visitor emissaries</li> <li>• Doctor Maths</li> <li>• Showcase talents and achievements of HAPS children in Celebration Assemblies</li> </ul>	<p>Pupil perception groups and interviews outcomes show a variety of opportunities to develop their skills and independence</p>

<p>Pupil Premium Champions to focus on strategies from the Sutton trust toolkit to raise achievement</p>	<ul style="list-style-type: none"> <li>• This will involve monitoring and targeting support for pupils across EYFS and KS1 and KS2.</li> <li>• <b>Feedback:</b> Learning is challenging and the feedback is linked to the learning intention and challenges the tasks or goals which have been clearly explained.</li> <li>• <b>Metacognitive and self-regulation strategies.</b> They are made explicit. Model and explain the strategies being taught so that pupils understand what they are learning.</li> </ul>	<p>Book monitoring/lesson observations support evidence of high expectations and in depth responses to next steps marking</p> <p>Lesson observations/ planning shows evidence of cross curricular skills such as enquiry, problem solving and independence</p>
<p>To improve on the identification process of disadvantaged pupils within Early Years Foundation Stage upon entry</p>	<ul style="list-style-type: none"> <li>• Implement new local authority guidelines on identifying the status of disadvantaged pupils upon admission in Early Years</li> <li>• Identify pupils in Early Years with current PP status through sibling links</li> <li>• Continue to engage parents in the identification process of PP pupils as a regular item within parent workshop meetings</li> </ul>	<p>All PP pupils within EYFS eligible for PP status will be identified and listed on school register</p>
<p>To accelerate progress in reading, writing and Maths for disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• An additional maths group at Year 6.</li> <li>• Targeted support for Writing in Year 2 by DHT</li> <li>• Targeted support for Writing in Year 6 by DHT</li> <li>• Targeted support for all DP pupils through interventions across the school</li> <li>• High order grammar and terminology taught through Pie Corbett model texts and oral rehearsals</li> <li>• Daily Reading Support- to engage reluctant readers by developing an enjoyment for books and focus groups for children with limited reading at home.</li> <li>• Four Phases leaders will support with implementing the work identified by the Pupil Premium Champions. Additional support / strategies will focus on identified pupils to ensure good progress.</li> <li>• Increased number of children having access to RM Maths.</li> <li>• Purchase of additional iPads to support pupils learning across the school</li> </ul>	<p>Lesson observations/book monitoring shows accelerated progress for targeted pupils</p> <p>Improved attainment in data for disadvantaged pupils by use of effective interventions</p> <p>Pupil are confident at the oral rehearsal of texts</p> <p>Pupil perception groups show an improvement in reading skills</p> <p>Phase leaders support teachers during planning to target support for disadvantaged pupils</p> <p>Improved mental maths strategies evident in lessons.</p> <p>Lesson observations show an increase in engagement and enthusiasm to Literacy and Numeracy through cross curricular links</p>
<p>To continue to focus on improving attendance</p>	<ul style="list-style-type: none"> <li>• Monitor attendance to ensure it improves to 97% and above by support from the attendance officer</li> </ul>	<p>Percentages from the attendance officer show targeted support with key parents</p>

	<ul style="list-style-type: none"> <li>• Increase attendance figures for disadvantaged pupils across the school targeting parents through letters, meetings and EWO</li> <li>• Breakfast and After school club: Parental support to improve attendance and punctuality</li> </ul>	SLT to meet with parents where attendance is a concern
To involve the parents of disadvantaged pupils in their child's education and welfare	<ul style="list-style-type: none"> <li>• To plan and deliver parent workshops across the school for targeted parents to increase their knowledge of the primary curriculum</li> <li>• To encourage parents to attend in order to develop positive links with the school</li> </ul>	<p>Parents attend workshops and evaluations show a good understanding of strategies to help support their pupils</p> <p>Courses, workshop and activities are available to enable parents to support their children at home</p>
To provide disadvantaged pupils with opportunities to raise self-esteem and confidence	<ul style="list-style-type: none"> <li>• Dance club to include pupil premium pupils.</li> <li>• Autumn term drama club to target disadvantaged pupils</li> <li>• Focus on behaviours for learning in class. Provide guidance and support</li> <li>• Homework club support every week at KS2</li> </ul>	Increase confidence and self-esteem identified through pupil perception groups and interviews
To provide CPD opportunities for staff to support raising achievement for disadvantaged pupils	<ul style="list-style-type: none"> <li>• Opportunities for teaching staff to share good practice and concerns</li> <li>• SENCO to model and support teachers' planning in improving provision for DP/SEND pupils in KS1 and EYFS/KS2</li> <li>• Maths, English and Science subject leaders to model and support teacher planning ensuring the implementation of challenging and high impact targets for all pupil groups</li> </ul>	<p>Regular monitoring will show progress in books, data, plans, lessons and learning walks</p> <p>Appropriate CPD is arranged through the review of targets</p> <p>SENCO shares strategies to teachers during planning meetings</p> <p>New staff are clear of expectations and priorities</p>