

Vision/Intent

At CBJS we have a strong vision and a belief that all pupils can achieve their very best if they are inspired and engaged by quality first teaching and learning. We have clear structures which challenge staff to have high expectations for all pupils, including the disadvantaged. All members of staff, governors and teaching assistants accept accountability for 'socially disadvantaged' pupils and are committed to meeting their needs- both academically and pastorally including supporting their well being

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support as this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school.

Our core aim is:

To raise the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favourably with their peers and gaps in attainment continue to close.

Challenges for Disadvantaged Pupils

- Lower level of parental involvement
- Writing and Maths.
- SEMH needs are still a barrier for some PP pupils
- Attendance
- Entry into our school - Specific academic needs [SEND crossover]
- Wider Opportunities

Research

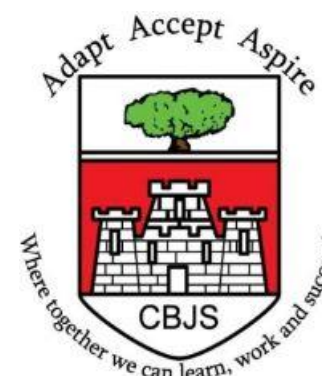
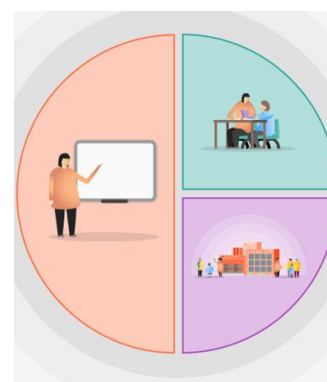
- EEF research has been used to inform our practice.
- DfE research indicates a link between absence and achievement for disadvantaged pupils.

1 Teaching

- A drive to support high quality teaching using CPD to develop pedagogy and support understanding of how to support all pupils.
- High-quality wave 1 teaching for all- support and clarity for staff through SIP and CPD [access through national college and hubs]
- Consistent teaching approach that focuses on explicit specific teaching, modelling and scaffolding [metacognition and 7 step model]
- Enhancing the subject leader role through MAT support and hubs- ie St Matthews [Oracy project and maths mastery]
- Inclusive approach to support all pupils
- Effective diagnostic assessment – AfL in classrooms with staff responding to pupils mini plenaries etc. Use of insight to inform next steps in teaching
- Pupil Progress termly meetings
- Additional English and Maths teaching groups in Y5 and Y6 as required for the vulnerable learners . This also facilitates smaller groups for all and a greater depth group for maths in Y6

2 Targeted academic support

- Structured and targeted interventions that focus on small group and 1 to 1 support
- Teaching assistant/LSAs provide targeted high-quality support for pupils within their classroom as well as additional focus groups outside of the core lessons
- Targeted support for pupils within the classroom by the teacher.
- Planning for pupils with Special Educational Needs and Disabilities (SEND) meeting the needs through IEPs and EHCPs
- Improve the quality of social and emotional learning
- SISS and SENTAA support
- Technology to support learning; Century, Insight and TT Rockstars.



3 Wider strategies (To tackle non academic barriers to success)

- Social and emotional support through the inclusion team (behaviour lead, CFW, Assistant CFW and learning mentor.)
- Access to professional counselling services including bereavement support.
- Use of bubble cards and referral into the inclusion team for well being support.
- Offering a range of experiences including; access to resources, trips and visitors in order to broaden their knowledge and perspective of the world.
- Breakfast club
- Support from other agencies including SEMH and ASD teams
- Attendance lead who is also supported by CSAWs
- Flourishing Futures
- Effective transition

Key Documentation:

Pupil Premium Strategy

SEND policy

Attendance policy