

Yorke Mead Primary School

Achievement for All Policy

January 2017



Our School Vision Statement

BRINGING LEARNING to LIFE

We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.

We want our pupils to enter the wider world as

- o Happy, positive individuals*
- o Responsible citizens who make a positive contribution*
- o Confident, resilient, healthy & life-long learners.*

DARE TO...

D - Determination

A - Ambition

R - Resilience

E – Enjoyment

T - Trust

O - Openness

How we ensure there is achievement for all and make good use of our pupil premium funding among all vulnerable children.

School Ethos:

At Yorke Mead we believe that all children, irrespective of background, should succeed to their full potential. We believe pupil premium spending should be flexible and allocated on an individual need. We recognise that not all pupils from vulnerable groups have similar barriers to learning and it is only through regular assessment and review of all children and recognising individual needs, can we respond with appropriate support.

What is Pupil Premium?

Pupil Premium is additional funding paid to schools for identified groups of children for two purposes:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers
- Supporting children and young people with parents in the regular armed forces

The aims of the funding are:

- To reduce the attainment gap between the highest and lowest achieving pupils nationally
- To increase social mobility
- To enable more pupils from disadvantage backgrounds to get to the top universities
- To provide additional resources to schools to do this
- To support looked after children (LAC) and post LAC

Who is it for and how much?

- Children receiving Free School Meals (FSM) at any point in the last 6 years - £1320/child
- Children Looked After (CLA) – notional £1900/child
- Children who leave care on an order or 'Post LAC' - £1900/child
- Children whose parents are Armed Force Personnel - £300/child

NB: Children from these categories in Early Years (Nursery) receive Early Years Pupil Premium £300/child^{*1}

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

However – through a robust cycle of Plan, Do, Review and Assess, we are able to target the areas of most need and help individuals achieve their potential.

^{*1} all figures as at September 2016

The following are the key elements that drive attainment for all across the school.

Emotional Support

Yorke Mead recognises the importance of emotional well-being amongst young people. We have set about training all staff, including all support staff, in recognising and supporting emotional needs among children. All staff have been trained in Emotion coaching and this allows staff to recognise and acknowledge a child's anxiety and create a "safe environment" to offer strategies to alleviate the anxiety. No one solution fits all and staff use creative solutions – often on knowledge of an individual. However, structures are in place to support the well-being of all children. Mindfulness strategies are practiced in classes to support individual well-being and responsibility.

Core Elements of Emotional Support in Yorke Mead

- All classes take part in mindfulness practice at least twice a day
- Assemblies and Philosophy for Children (P4C) support children's ability to reason and respect differing opinions
- Assemblies and P4C promotes children's understanding that not all children are alike and many children need support in different areas of life
- Emotion coaching is practiced throughout the school on a daily basis by all adults
- Achievements are celebrated on an individual level and all children are encouraged to recognise their own and others achievements
- Social skills groups support pupils to develop confidence
- Mindfulness practice and discussions encourage children to take individual responsibility for their responses to a variety of situations
- Secure Base work offered through highly trained TAs where needs identified
- Play Therapist employed by school and used where appropriate
- Protective behaviour course offered to pupils where appropriate
- Key Workers are allocated to support identified individuals
- 3 Pastoral Assistants employed for 1:1 emotional support
- Sensory Garden partly funded by PPG+ allowing a safe space for children who need to co-regulate before returning to learning
- Sensory Issues – supported with brain breaks, calm box and weighted blankets to support co-regulation.

Attendance

- It is essential all pupils attend school regularly and on time
- First day phone calls are made to children where attendance is a concern
- Lateness is tackled by keeping a record of minutes lost in any half-term. Parents are contacted and made aware and/or invited to meet with Head
- Failure to improve school attendance results in School Improvement Officer involvement
- Individual anxieties about coming to school are discussed with parents and met with individual responses – resulting in improved attendance figures
- Families are supported through a variety of structures such as CAFs, Family Support Worker – employed by the school, and an "open-door" policy to talk to the Head, SENCo or Deputy Head
- Where attendance is a concern, this is part of discussions at parent consultations
- The Head reports attendance levels to the governors termly.

Teaching for All through quality continuing professional development (CPD) and accountability for learning

It is vital that appropriate resources are deployed to ensure quality teaching – ensuring Teachers are equipped to meet the needs of all and identify barriers to learning. Teachers and TA's have a robust, quality training programme based on identified school needs and vulnerable group needs.

- Teachers set high expectations for all with a strong emphasis on quality first teaching and responsibility for all children's learning in their class
- CPD for staff is linked to school development plan, and individual staff needs recognised through a variety of monitoring structures, including performance management
- All staff meetings are CPD linked
- TA's are supported to attain relevant TA qualifications and supported through peer mentoring and performance management
- Specialist TA's are developed, supported and trained to deliver high quality intervention programmes e.g. Elkon trained TA's for speech and language interventions, secure base work for pastoral support, numicon training for maths interventions, etc.
- Teachers and TA's are included in observations and feedback
- TA's involved in pupil progress discussions each half term with Teacher and senior leadership team (SLT)
- Ongoing programme of observations and monitoring by SLT, including TA observations working with intervention programmes
- High quality consultants employed to train staff through Herts for Learning including barriers to learning for vulnerable groups
- CPD delivered to individual members of staff is cascaded through staff meetings and Inset programmes
- Progress of all children is monitored by SLT half termly and strategies to support are explored with class teachers. The children's Committee also monitor on a termly basis.

Meeting Individual Needs

Children are encouraged through a variety of structures to take individual responsibility for their learning. A climate of "good learning" is encouraged through many whole school systems.

Children need to experience learning through real life, hands on experiences. Where possible, learning is linked to topics with a focus on immersion learning. The following elements represent the core themes to meeting individual learning needs:-

- Next steps in learning are provided explicitly to pupils from year 3 upwards through targets in core subjects.
- Quality feedback and marking ensures pupils understand what they are doing well and what they could tackle next. Misconceptions are dealt with at the point of marking through pupils going back.
- Children are encouraged to pick their own challenge and reflect on how appropriate their decisions are. Dialogue through marking is encouraged.
- Children review where they are at with their learning through target time with teachers and reflection time in lessons for self-assessment.
- Additional target structures support vulnerable children adopted from care through Success Plans – reviewed each term with Teacher and SLT member.
- Information about children shared with parents through parent consultations and a written report.
- Identified vulnerable children have additional consultation appointments with SLT or SENCo. Children in KS2 are part of the consultation with parents.
- Parents reminded with texts to attend parent consultations. Where parents do not attend despite chasing, child will receive an individual 1:1 consultation.

- Intervention targets and “steps to success” are shared with children at each intervention so children are clear why they are working in an intervention group.
- Intervention targets are reviewed each half term with Teacher, TA and SLT member. Children monitored where their learning is at and next steps identified. New success criteria support TAs and children meet the next target.
- TAs supported through observations and training to deliver high quality interventions.
- TA training cascaded by peer observations.
- Vulnerable pupils are given more opportunity to work in guided groups with adults.

Data, Observations and Reflections

Data informs SLT what strategies are effective. A cycle of reviewing data each term and addressing concerns through termly pupil progress meetings between SLT and teachers helps identify what is going well and what needs changing. Interventions are changed with a constant drive to make them more effective. Entry and exit data on intervention groups will inform effectiveness. Part of this cycle involves meeting each half term to address any concerns.

Clear Responsive Leadership

Leaders are responsible for establishing the vision and drive of the school. New initiatives need to be evaluated and contribute to the attainment of pupils. Rigid structures hold all staff to account.

Leadership is distributed through middle school leaders. At Yorke Mead the following systems ensure leaders can respond to needs within the school so support the learning of all.

- Distributive leadership ensures middle leaders are responsible for ascertaining strengths and weaknesses within their own phases.
- All subject leaders log action plans and have a programme of observations in their subject.
- Core subject leaders are responsible for understanding data in their subject termly. Action plans are linked to school development plans and identified weaknesses from monitoring systems.
- At end of each year foundation subject leaders have an overview of individual children and percentages of children achieving age related expectations.
- Subject Leaders are used to strengthen teaching for all through peer mentoring and coaching – including modelled planning and teaching sessions.
- Subject Leaders are supported through Country Specialists delivering CPD.
- Governors regularly monitor and review attainment and progress (e.g. Raise Online) and when appropriate identify resources and priorities in the School Development Plan.

Assessment Procedures for all

- Teachers make formative assessments and adapt planning as required, ensuring some areas of learning are reviewed again when weaknesses identified.
- Where barriers to learning are identified that impact on access to summative assessments, reasonable adaptations are made to support individuals e.g. access to a laptop, or scribe or reader, or own space, where appropriate ensuring vulnerable children are not disadvantaged.
- All children have time reflect on their targets and self-assess.
- Teachers make use of Rising Stars Assessment materials for termly assessments and Testbase materials for end of year optional tests.