

Scantabout Primary School's Strategy for Pupil Premium Pupils

The school's strategy is based on 7 key principles designed by the National Foundation of Educational Research. These are:

- **Whole-school ethos of attainment for all**

There is an expectation that all pupils should achieve high levels of attainment. There is an ethos that all disadvantaged pupils are capable of overcoming their personal barriers to succeed. The school champions this ethos through regular, focused meetings that look at the achievements of each and every child, seek to identify any barriers or gaps in learning and then plan for how these will be addressed in the coming few weeks (this is called a Rapid Acceleration Plan or RAP). Leaders for English and Maths, together with the Inclusion Leader support class teachers in drawing up RAPs for their classes. Class teachers know who their disadvantaged pupils are and ensure that the needs of these pupils are identified in planning and these pupils are tracked throughout each lesson.

- **Addressing behaviour and attendance**

The school has a strong ethos with the concept of respect at its heart. We expect children to behave well, understanding that anti-social behaviour gets in the way of productive learning. The school has a staff team that is committed to modelling and promoting pro-social behaviour. The Inclusion Leader provides additional support as required. Attendance is monitored daily. Strategies are implemented to improve absence or lateness to maximise opportunities for learning in school.

- **High quality teaching for all**

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching and high quality support from all staff. Responsive, on-going formative assessment is employed to ensure disadvantaged pupils make strong progress. The school has a strong focus on improving the skills and pedagogical knowledge of teachers which is supported by the Senior Leadership Team.

- **Meeting individual learning needs**

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects. Teachers ensure that personal learning needs and next steps are identified and planned for in class feedback marking books.

- **Deploying staff effectively**

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils. Deployment is reviewed each term. Reading is always a high priority as this has positive impacts on academic progress across many subjects and on behaviour.

- **Data-driven and responding to evidence**

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

- **Clear, responsive leadership**

The Inclusion Leader reviews the effectiveness of strategies with the school's senior leaders each half term. Assessment data is shared with governors at each assessment point in November, February and June. English and Maths Leaders are directly involved in monitoring activities designed to secure good progress.