

The Children First Learning Partnership
Triple A Strategy for Disadvantaged Pupils

ASPIRATION AMBITION ACHIEVEMENT

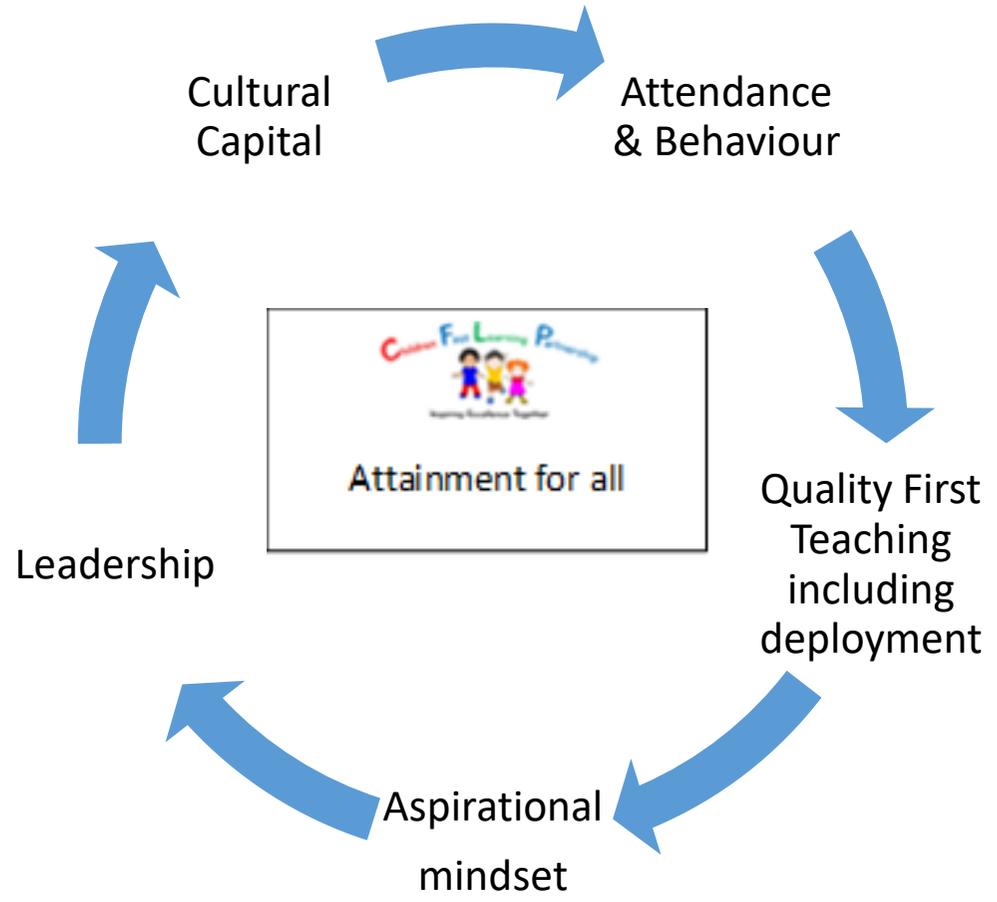
Children First Learning Partnership



Inspiring Excellence Together

This document has been created as the result of a wide range of research both across the whole of our organisation and nationwide to identify the most effective methodology to raise achievement for our most disadvantaged pupils. It has been influenced by our most effective practice, materials such as 'Supporting the attainment of disadvantaged pupils Briefing for school leaders, November 2015, a variety of Sutton Trust/EEF materials (<https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>) and our continual drive to reduce staff workload.

Key Indicators of Effective Disadvantaged Provision



Quality First Teaching

Our Leaders believe this is the key to the success of the vast majority of our pupils.

- The high expectations of our staff, strong knowledge of educational pedagogy and the national curriculum content ensure lessons will move swiftly using AfL precisely to respond to needs.
- Our classrooms promote an honest, open and independent approach to learning where misconceptions are used wisely to embed and deepen learning.
- Pace is ambitious, weaving in time to practice, embed and deepen knowledge
- Reasonable adjustments are made to ensure all learners meet at least age related expectation and intervention is both swift, purposeful and specific to ensure those who are working below expected levels can achieve.
- Formative and summative assessment is used effectively to identify the gains pupils have made and our staff respond appropriately
- The deployment of resources such as staff is flexible and reflective to need.

Aspirational Mindset

- We will promote a no excuses culture across all our schools where barriers are quickly challenged and the collaborative working of the MAT is used to tackle them with rigour and speed.
- Target setting will avoid all stereotyping and will ensure that opportunities are provided for our most disadvantaged to

Attendance and Behaviour

- Our schools provide clear behaviour and attendance policies which are applied with consistency by all.
- Strong CPD support leaders to monitor, tackle and rectify any issues relating to behaviour, SEMH and poor attendance
- Intervention will be rapid, personalised and supportive, also extending into the home if appropriate.

Cultural Capital

- Our schools recognise the need to enhance the breadth and range of 'life' experiences for many of our most disadvantaged.
- We will do this by ensuring all attend clubs, have access to all trips, are encouraged to learn how to play a musical instrument, are provided with access to high quality and wide range of reading materials and have time to learn and use a wide range of subject specific and creative vocabulary.
- We work tirelessly to ensure parents can engage with our schools and take an active role in enhancing life beyond the school gates as much as possible.

Across the Children First Learning Partnership leaders will develop an aspirational culture and ethos for attainment and success for all disadvantaged pupils by:

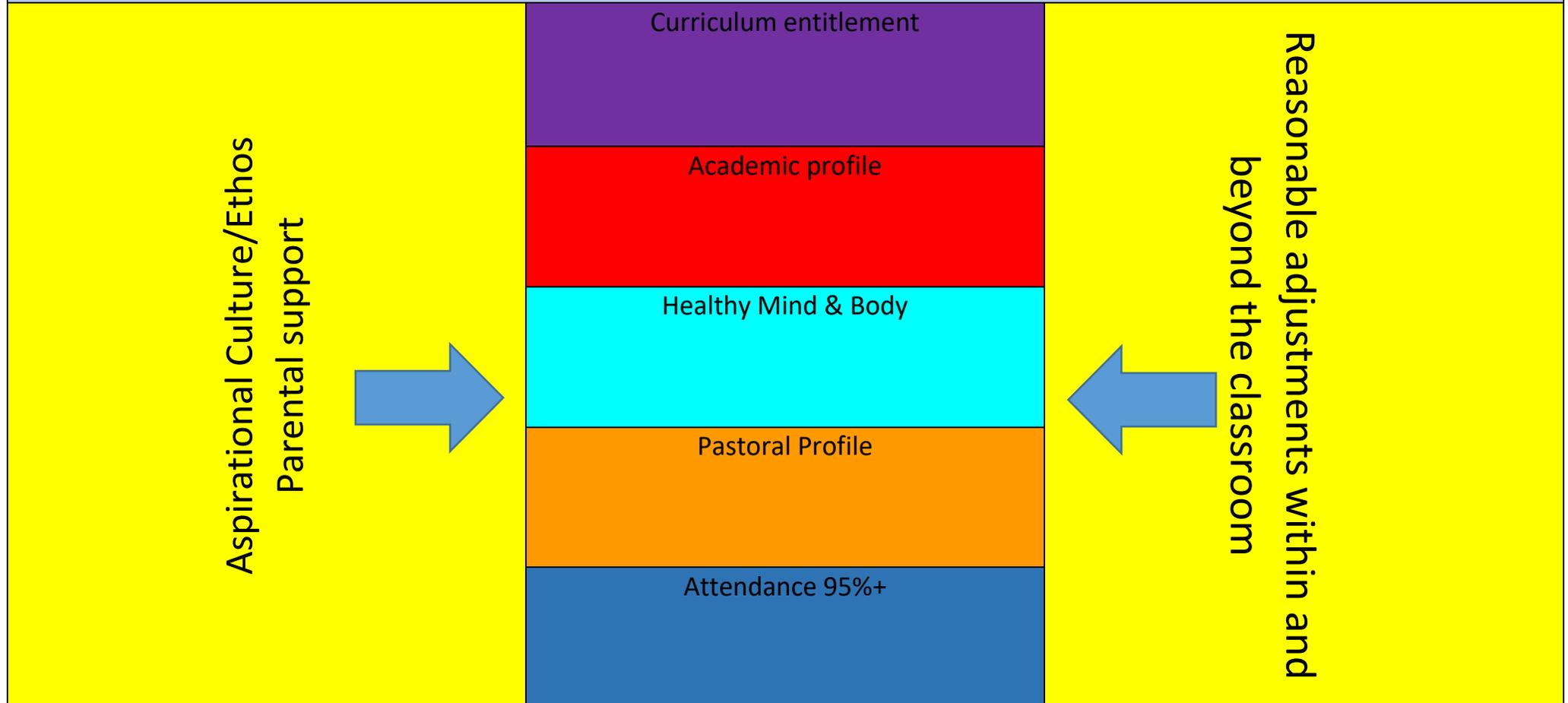
- Being proactive – Use our Profile, predict and prevent strategy
- Using Data well to be responsive to need
- Using Pupil Premium funding effectively
- Challenging all stereotypes
- Using target setting to raise aspiration and close gaps
- Being outward looking, working alongside other schools and agencies to raise standards
- Ensuring staff knowledge is current and based on research of successful practice
- Devolving responsibility of raising attainment to all staff
- Ensuring all staff have the capacity to support children's needs

We have adopted the **predict, profile and prevent** strategy to drive our identification of pupil needs and also to recognise barriers to achievement via the use of our profiling tool. In order to challenge our provision we have also defined what the success of our most disadvantaged pupils must look like.

Success Indicators for our Most Disadvantaged Pupils



The Children First Learning Partnership Profiling Tool



This tool can be used to identify areas of achievement and those which required further consideration in order for a pupil to thrive, succeed and achieve.

Once profiling has been completed staff will use the following toolkit to **predict** and **prevent** underachievement in any of the 5 key areas above for a disadvantaged pupil.



Success=Attendance will be 95% +

Predict typical barriers/issues:

1. Parents priorities
2. Lack of routine
3. Transport/ Lack of wider family support
4. Parent illness/medical
5. Parent expectations
6. Equipment & Clothing
7. Confidence
8. Finances – Trips
9. Parents working from home/shits
- 10.Overprotective parents (illness)
- 11.SEN i.e time telling
- 12.Not seeing the importance of attending
- 13.Social Issues (i.e lack of uniform/shoes/kit)
- 14.Forest School
- 15.Lack of wider family support

Across the CFLP we will prevent identified barriers/issues by:

1. Text reminders
2. Parenting drop-ins/clinic
3. School to collect/walking bus/school to fund taxi/Before/after school club
4. As above
5. Regular coffee mornings/Parent & Toddler group/invite parents to volunteer/trip so they can experience school life
6. School bank of resources and equipment (Forest school, swimming, PE kits, dressing up clothes etc) More simple dress up ideas (potatoes)
7. Nurture for children
8. Funding/free trips
9. Offer Kidz Zone
- 10.Counselling
- 11.Offer Workshops
- 12.Promote, encourage, reward and work with families
- 13.Provide uniform, offer to wash and clean, donated spare kit
- 14.Kit purchased for them
- 15.Build relationship with school families/peers



Pastoral Profile:

Success=Staff will know each DA child personally

Predict typical barriers/issues:

1. Transition – first few weeks
2. Lack of communication with parents/families
3. Busy timetable – not getting to know the children individually
4. Reluctance of parents
5. Background, not knowing parents/home life/setting
6. Child has barriers up against us trust issues
7. Parental Influence
8. Nursery - if they don't attend a school nursery
9. New child – Handovers
- 10.No family contact in order to understand their overall background
- 11.Time with teachers – Not enough/pressures throughout the year
- 12.Stable staffing and staff absences
- 13.Curriculum
- 14.Time pressures no time to talk
- 15.Children may have a favoured member of staff that they will attach to and build up trust

Across the CFLP we will prevent identified barriers/issues by:

1. Additional transition
2. Up to date contact numbers – teachers speaking to families face to face
3. Designate a time to catch up (end of the day)
4. Build relationships with families – invite them to coffee mornings etc
5. As previous
6. Getting to know the child's interest to build upon trust, offering learning around their praise and encouragement
7. Build a positive relationship with parents as soon as you can
8. Communicate with external settings, could we have a profile which gets passed up between year groups?
9. Welcome date before they start/stay and play
- 10.Sourcing information from other sources, LST and Homestart
- 11.Timetable at the start of the year to get to know parents and throughout, what can we do to nurture.
- 12.Staff wellbeing and support
- 13.DA enrichment opportunities
- 14.This is me assemblies
- 15.Nurture sessions to ensure way of working and behaviour is understand. Speaking/keeping an eye on open dialogue with previous teachers to know what works/doesn't work



Healthy Mind and Body: Success=Every DA child will have a healthy body and mind

Predict typical barriers/issues:

1. Lack of sleep
2. Lack of food/nutrition
3. Lack of exercise
4. Lack of self respect/worth
5. Lack of hygiene
6. Lack of understanding of how to be healthy
7. Lack of resilience
8. Friendships
9. Fixed mindset
10. Money
11. SEMH difficulties
12. Split families
13. Staying up too late/gaming/tired
14. Clubs that charge

Across the CFLP we will prevent identified barriers/issues by:

1. Parenting support
2. Provide breakfast club
3. Parent workshops, clubs, outside agencies
4. Support in school – pupil leadership team involvement
5. School Nurse, promote why health/exercise/hygiene important/parent workshops
6. Cooking Class/Cooking on a budget
7. Visyon, promote calm corner in the class, educate parents and children to what is appropriate
8. After school activities and care club
9. Health schools focus/break the mould
Sign post to agencies, free fruit, milk etc in school
10. Understanding of the importance of good health e.g. drinking regularly/counselling
11. Budgeting for families/support for parents
12. Try to educate the parents to the impact of staying late and importance of school
13. Promote teacher run clubs



Academic Profile:

Success=DA child will be making accelerated progress

Staff will know each child academically

Predict typical barriers/issues:

1. Stereotype with other siblings
2. Parental expectations
3. Parental support/Reading at home
4. No internet
5. Lack of resources
6. Lack of conversations
7. Fixed mindset of not being able to achieve
8. Change of circumstances that haven't been flagged up
9. Attendance
10. Basic needs
11. Transition between classes
12. Rapid interventions
13. Teacher expectations and mindset (only DA can't do)
14. Child mindset, willingness, worthiness and attitude
15. PSED - Emotions, confidence, trust in carers
16. Home background

Across the CFLP we will prevent identified barriers/issues by:

1. Assess the child correctly/as an individual
2. Get parents into parents evening/informal chats/share what child can do
3. Rewards – daily reading at school/praise/homework club
4. Homework club/TT rockstars club/spelling shed (Planning to use computing resources in other lessons)
5. Stationary clinic
6. Further reading/talking
7. Celebrate the smallest of achievements (tell Headteacher/phone parents/tell other members of staff)
8. Ensure that any changes get shared and flagged up. Staff meeting/briefing, time to share information with other staff (e.g. changes in family circumstances)
9. Walking, bus, breakfast clubs, collect from home
10. Have breakfast, snack (fruit in all classes)
11. Communication between teachers, more bump up time
12. Know the children, move on or keep to needs of child
13. Same expectations for all if not higher
14. Growth mindset – can't do it yet
15. Make time intervene quickly, Visyon, Mental Health Specialists, Tool Kits
16. Coffee mornings/Social Meetings/Support Groups/Pair up with other parents
17. TA provision based on where the needs arise

- 17. Need extra adult time for interventions, carefully planned timing, so not to miss other learning
- 18. Readiness for learning – all needs met
- 19. Accurate start point
- 20. Resources
- 21. Wider general knowledge experiences
- 22. Language – Vocabulary
- 23. Self-esteem
- 24. Lack of enrichment
- 25. Homework/reading/spellings not completed

- 18. Teaching mindset, knowing who to go for help, nurture in a discreet way.
School to be well supplied/stocked with spare clothes, breakfast etc
- 19. Adapt/be aware of start points/don't assume
- 20. Provide with books/pens etc.
- 21. Providing opportunities e.g. Theatre Trips
- 22. Rich language in class
- 23. Circle time/peer support/positive praise
- 24. After school club
- 25. Homework club



Curriculum Entitlement:

Success= Every DA child will be and feel a valued member of the school community and will be accessing their full curriculum entitlement

Predict typical barriers/issues:

- 1. Behaviour
- 2. Parental support/involvement
- 3. Their attitude/love of subject/resilience/drive
- 4. Self-belief
- 5. Parents knowledge

Across the CFLP we will prevent identified barriers/issues by:

- 1. Clear sanction and reward system
- 2. Text/Twitter/Home-time communication
- 3. Promoting strategies to promote a positive behaviour/model behaviour (resources/roles and building up responsibilities)
- 4. Promoting a can-do attitude to build confidence
- 5. Regular communication/parent workshops/simplified technology

6. Resources/Money
7. Time
8. Not feeling valued/like they belong
9. Lack of Confidence
10. Can't go or participate in clubs (e.g. bike club – no bike)
11. Assuming experiences
12. Staff reluctant to pick these children to represent the school
13. Not having access to uniform or clean uniform or costumes
14. Trips being able to afford
15. Clubs
16. Parents ability/willingness to take to clubs/collect afterwards
17. Experiences e.g. Young Voices, attend rehearsals but don't go to the event
18. Homework
19. Attendance
20. Parental Support
21. Home background
22. Pre-conceived ideas from others
23. Curriculum clubs
24. Unknown timetable in afternoons
25. Parents dismissive of achievements

6. Across the MAT share resources
7. Planning/Celebrate home achievements/Involve parents
8. House afternoons – whole school teams, belonging to a team, knowing who belongs to their teams – adults included
9. Nurture, constant reassurance and effort
10. Donations/PE budget to be spent
11. Practical experience e.g. party/shop
12. Staff to choose a variety
13. Spare uniform to be provided
14. School to approach parents to offer school support if needed (individual cases)
15. DA to get first refusal
16. More clubs in school time so parents don't have to come back to school
17. Communication find reasons why they don't go money/parental concerns
18. Homework club
19. Text, school clubs, paid Care club offer, rewards, transport offer
20. Transport, dinner time clubs, paid Care club offer, paid swimming clubs, paid trips
21. Show them confidence/value. Parent workshops to show involved in learning, club invite for parent
22. Build new relationships, don't assume family stereotypes
23. Priority clubs access, especially within school time to build life experience
24. Visual Timetable
25. Celebration assemblies/rockstars/shout outs in class. Good to be green

