

What are the key areas that we at Billingham Church of England Primary School focus on to support disadvantaged pupils' achievement?

- We have a whole school ethos of attainment for all pupils. Many of our pupils face similar barriers to learning such as having a low level of vocabulary when they enter school. Each pupil at school is viewed as an individual. We endeavour to ensure that groups of disadvantaged pupils attain as well as other groups of pupils.
- All staff at school have high expectations for disadvantaged pupils and all staff are held to account for raising attainment.
- We aim for a tiered approach to Pupil Premium spending:
 - Good teaching is the most important strategy we as a school have to improve outcomes for disadvantaged pupils. We ensure that there are high quality teaching and learning opportunities provided by all staff for all children. Research shows that good teachers are especially important for pupils from disadvantaged backgrounds. The Pupil Premium is used to improve the quality of teaching which will in turn benefit other groups of pupils. We will do this through using the Pupil Premium for high quality ongoing professional development for all staff ensuring they are supported to keep improving. This includes new staff members.
 - Targeted academic support. We consider how class teachers and TAs can best provide targeted academic support including linking structured small group interventions to classroom teaching. All our staff are involved in identifying each pupil's challenges and interests. They seek the best possible strategies to help each pupil make the next step in his / her learning. This could be through individualised support or group support for pupils with similar needs. Targeted support is provided both during curriculum time generally in the classroom (if it is outside the classroom it is not when the pupils would be doing maths or literacy) and outside of school hours.

Tackling disadvantage is not just about support for low attaining pupils.
 - We also focus on wider strategies such as attendance, behaviour and social and emotional support which are significant non academic barriers to success in school.

We will ensure that poor attendance issues are addressed in a quick manner and social and emotional support is provided for pupils and their parents. We will ensure non attendance is followed up in line with our Attendance Policy and will work with families to address any barriers to regular attendance. Further professional development for all staff has taken place on Emotional Coaching and Mental Health and Wellbeing and this will continue to be a focus.

Support for behaviour is provided within the classroom context and out side of the classroom such as ensuring eligible pupils arrive at school on the bus ready to work.
- We will endeavour to enrich the opportunities provided for our pupils through our curriculum so that (amongst other things) it:

- a. Raises local and global knowledge and awareness.
 - b. Addresses barriers our children have to learning when they start school.
 - c. Understands typical experiences our children will have had and build on these and broaden them.
 - d. Celebrates diversity.
 - e. Provides opportunities where children feel confident to articulate, discuss, reason, question, explain, problem solve and reflect.
- We will make use of research to help us to make decisions about which strategies may be useful for which children.
- All our staff are deployed effectively (identifying the strengths of each staff member and deploying them accordingly). We have ensured that there is a very strong ethos of teamwork between teachers and non teaching staff with references made to 'Teaching Teams'.
- Data tracking is used effectively to identify the learning needs of pupils and reviewing progress over a few weeks. We use evidence to make decisions about support strategies that we use, monitoring the success or otherwise of these strategies ensuring only those that have a positive impact continue to be used and all others are either adapted or discontinued.