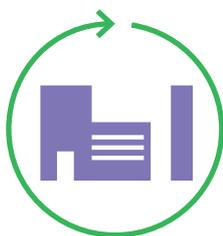


# How Portland Spencer Academy supports disadvantaged pupils



Portland Spencer Academy uses the seven building blocks to ensure success for disadvantaged pupils:

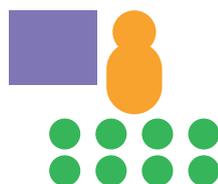
## 1. Whole school ethos of attainment for all

- Expectation that 85% of the entire year group reach ARE in their own year group objectives.
- Use of Disadvantage calculators to 'drill down' into the barriers to learning each child has.
- Teachers made accountable for their own Pupil Premium children – provision to be strategically implemented and evaluated half termly, Pupil Premium reports to be produced Termly to show what progress and attainment looks like for each child.



## 2. Addressing behaviour and attendance

- Consistent behaviour policy – clear use of reward and sanctions in line with the Classroom Behaviour Mountain and Break Time Behaviour Mountain.
- Class Dojo analysed weekly – Children who fall below 90% positivity are spoken to on a one to one basis and given targets to achieve. If they persistently fall below 90%, parents will be invited in to School to discuss their child's behaviour.
- Consistently poor behaviour will lead to a behaviour contract where school days are broken in to manageable sections and the child must achieve a level of positivity for each section.
- Full-time Director of Nurture is employed to support children with emotional and social needs.
- Nurture Group is run alongside day to day lessons to ensure all children can access classroom learning.
- Full-time Parent and Pupil Liaison Officer is employed.
- Full-time Attendance Officer is employed.
- A wide range of Extra Curricular activities have been timetabled, including boys and girls football teams, basketball teams and running clubs, all of which take part off site. These bring a huge range of behavioural improvements and skills.



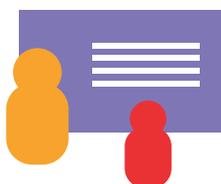
## 3. High quality teaching for all

- Emphasis on 'quality teaching first'
- Regular and rigorous monitoring ensures that teaching within the school is 100% good or better.
- Staff regular peer observe each other to improve practice.

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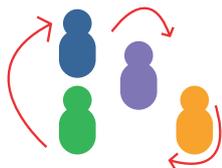
- Regular timetabled learning walks/drop ins/book looks ensures consistency across the school.
- Links with other primary schools within the Academy Trust ensures consistency across the schools including the moderation of work and assessment of the children.
- Lesson studies are completed on a regular basis.
- High quality CPD is provided on a regular basis by the academy trust through INSET day provision and courses including the Outstanding Teacher Course.
- Teaching and Learning is influenced heavily by current research and educational theory.



## 4. Meeting individual needs for all

- Half-termly themes based around the children's interests and linked to the objectives outlined in the National Curriculum through a carefully chosen text. The school purchases a copy of the text for each child which is then kept by the child at the end of the Half Term.
- A variety of different learning styles, such as concrete, pictorial and abstract activities, are employed in lessons to ensure that all children have the opportunity to learn in their preferred style and have the best possible opportunity to develop an understanding.
- A focus on 'Active Learning' with the use of Kagan Structures and Mastery employed in lessons to encourage application of skills and clarity of thought processes used to get there.
- Marking relates to what children have done well in lessons (WWW) and what they need to improve (EBI). Children are given the opportunity to address their EBIs on a regular basis by responding to feedback.
- Full-time SENDCo employed. SEN children have a Half Termly target with 'steps to success', which is tailored to their needs and regularly reviewed in conjunction with the children and their parents.
- Pupil Premium Champion monitors the effectiveness of teaching and learning and develops strategies to improve the opportunities for all.
- A computer suite with enough computers for a class optimises the ICT curriculum. Also, the school has over 100 Ipads which can allow the curriculum to be brought to life through appropriate use of ICT.

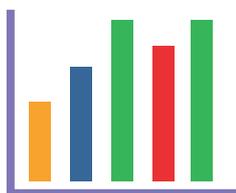
# How Portland Spencer Academy supports disadvantaged pupils



- The school has a fully functional library with the children taking responsibility for its upkeep and daily running.
- The School has animals such as Guinea pigs, Chickens and Fish, which allow the children ownership of responsibility.
- Trips and experiential learning is planned into every Half Term to bring learning to life and give it realism.

## 5. Deploying staff effectively

- Each class consists of a teacher and supported by teaching assistants.
- Pre-post teachers are used to 'fill gaps' and pre-teach concepts so children can access learning with newly acquire knowledge and confidence.
- Teaching assistants are explicitly mentioned in planning so that it is clear what their role is in each lesson and which groups of children that they will specifically be working with.
- Staff with a specific skill set are employed for nurture provision.
- Non-teaching Assistant Heads lead the development of teaching and monitors the impact of interventions.
- Parent and Pupil Liaison Officer, Attendance Officer and Business Manager ensure information at admission is thorough and enables PP funding to be accessed.
- Trust HIT team deployed across school to support teaching and learning. Teachers at planning stage involve HIT team to ensure appropriate pitch and direction is achieved.
- A full time Sports Achievement Leader has been employed to improve the teaching and learning for PE by upskilling staff with CPD, covering PPA with quality first teaching of PE and extending extra – curricular opportunities.



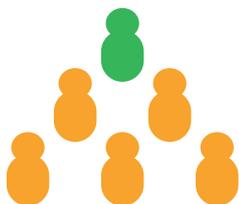
## 6. Data driven and responding to evidence

- EXCELlence grids completed on a weekly basis to monitor and track curriculum progression.
- Teachers use EXCELlence grids to plan the next stage in learning to ensure that teaching responds to the needs of the children.
- Children's achievements are uploaded to O Track on a half-termly basis and reviewed by SLT.
- O Track and EXCELlence grids feed into the RAG data system which allows predictions and expectations to be created.

# How Portland Spencer Academy supports disadvantaged pupils



- RAG meetings take place on a weekly basis led by a member of the SLT. Children are selected as a focus of the coming week and strategies planned to help move their learning forward.
- Bespoke interventions are planned for those children scoring a 2 or 3 on the RAG sheets and implemented in Reading, Writing and Mathematics. These are reviewed on a half-termly basis.
- Use of PIRA and PUMA tests on a termly basis.
- 'Success Maker' intervention program used to 'fill gaps' of individuals.



## 7. Clear responsive leadership

- Expectation that 85% of all children will be secure in their year group objectives by the end of the year.
- Rigorous monitoring of standards of teaching ensures that teaching within the school is 100% good or better.
- Regular timetabled learning walks/drop ins/book looks ensures consistency across the school.
- Action plans are created and reviewed on a half-termly and termly basis (depending on the subject). Impact statements are written from this and shared with staff.
- A monitoring plan (SDP in action) is created on a half-termly basis and shared with staff.
- High quality CPD is provided on a regular basis by the academy, Spencer Academies Trust, NPQML and NPQSL, Outstanding Teacher Programme.
- Teachers actively take part in coaching sessions to learn new skills, find personal success, achieve aims and to manage personal challenges