

Strategy for 'Disadvantaged' Learners: Concord Junior Academy



How are disadvantaged learners being helped?

In 2011 the Government launched the Pupil Premium Grant, a national initiative designed to raise attainment for all disadvantaged learners.

‘Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.

In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.’

Education Endowment Foundation – The EEF Guide to Pupil Premium funding

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

Areas of Focus

‘Be specific. Focus on the causes, not the symptoms...The key to unlocking educational opportunity is literacy. Pastoral and enrichment approaches matter, but literacy, rooted in oral language must be at the heart of every strategy.’

Marc Rowland, Deputy Director of the National Education Trust

Brigantia Learning Trust’s strategy aims to reduce all aspects of inequality. Our approach is rooted in tackling the literacy gap in the classroom and other significant causes of disadvantage.

We work hard to address:

- **Fluency in reading and/or limited vocabulary** – We will help all learners access the wider school curriculum through reading.
- **Oral communication skills** – We will ensure learners can demonstrate their understanding, express their feelings and ask questions.
- **Self-esteem and confidence** – Learners must feel successful in their learning and aware of their value to the school.
- **Community engagement** – We will ensure that all academies within the Trust become centres of excellence at the heart of their local communities.
- **Labelling and bias** – All staff must receive high quality training to enable them to be objective in the pursuit of high expectations for all learners regardless of background.

How Pupil Premium funding is used – a tiered approach

1. Teaching

(46% of total funding allocated to tier 1)

- Literacy skills approach
- Reading pathways
- 7 Steps to writing approach
- Explicit vocabulary teaching
- Voice Brigantia – Oracy approach
- Thrive approach to support Wellbeing and mental health for pupils and staff
- Trauma Informed Academy approach
- CPD modules for all teaching staff based on evidential research and quality academic texts
- Regular progress meetings with all specified cohorts to focus on DS progress
- Tailored mentoring and coaching for all trainee and Newly Qualified Teachers
- National qualification courses available for all senior and middle leaders
- Continual professional development opportunities for all staff including access to nationally recognised experts.
- CPD modules for PE

2. Targeted Academic Support

(33% of total funding allocated to tier 1 and/or tier 2)

- Reading, phonics, maths and fine-motor skills interventions daily
- Targeted teaching sessions in English and Maths
- Small group teaching in specific year groups
- Phonic interventions in KS2
- Development of bespoke rapid improvement plans
- Targeted teaching support for transition years

3. Wider Strategies (21% of total funding allocated to tier 3)

- Free access to breakfast club for all pupils
- Family support worker
- Access to after-school clubs
- Bespoke mentoring
- 5* learning approach/ reward systems
- Career development opportunities
- 'Children's University'
- Subsidised educational visits and visitors
- SOL attendance approach
- Development of PP leads and champions
- Remote and home learning approaches

How much Pupil Premium funding does Concord Junior Academy receive?

	Number of learners on roll	Number of learners eligible for additional funding	Amount of PPG received per learner	Total amount of Disadvantaged Funding received
Concord Junior Academy	199	109	£1345	£142,570

Expectations of all learners - desired impact over time

By the end of year 6:

Expectation	How we ensure this happens
Pupils can read fluently	Progress meetings held half-termly. Reading assessments completed termly.
Pupils are confident in their own ability	Termly pupil satisfaction surveys.
Pupils are confident communicating with peers, adults and large groups.	Regular opportunities given to all learners to present, perform and collaborate.
Pupils will leave our Trust culturally enriched. They will be able to hold a conversation about art, literature, politics, music, history or any other culturally significant topic.	Carefully curated, knowledge-based curriculum; regularly assessed and evaluated. Regular opportunities for pupils to communicate understanding.
'Word consciousness. Pupils show curiosity and interest in words – their meaning and origin.	Explicit vocabulary teaching. Curated reading lists for English lessons.

Outcomes

Concord

Key Stage 2													
	2018			2019			2020 (teacher assessments)			2021 Targets *			National
	DS	NDS	All	DS	NDS	All	DS	NDS	All	DS	NDS	All	2019
Combined	33%	59%	45%	20%	64%	46%	44%	80%	64%	42%	81%	65%	65%
Reading	43%	65%	53%	70%	75%	73%	52%	87%	71%	48%	86%	70%	73%
Writing	48%	76%	61%	40%	89%	69%	52%	83%	69%	50%	91%	72%	78%
Maths	43%	65%	53%	40%	68%	56%	60%	80%	71%	56%	93%	77%	79%

- Based on FFT 50 targets (Feb 2021)

