

GLC Policy to accelerate the progress of 'disadvantaged' pupils

This Policy was ratified by the Board of Directors on :	Summer 2024
This Policy will be reviewed by the GLC Board on :	Summer 2026

GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- High quality teaching that deliberately develops the GLCs [competencies] of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of effective external partnerships for the benefit and wellbeing of our community;
- A commitment to the wellbeing of our staff.

Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to 'develop confident, aspirational, resilient, high-achieving, healthy, caring and fulfilled members of a diverse, truly fair, and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

GLC Policy to accelerate the progress of ‘disadvantaged’ young people

For the purposes of this policy, disadvantaged young people refer to those in receipt of the Pupil Premium. However, each GLC school will review its register of disadvantaged young people each half-term to include other pupils who whilst not eligible for the Pupil Premium, will require the support outlined in this policy. The register will clearly identify those pupils who are eligible for the Pupil Premium grant.

Rationale

Across the GLC there are high proportions of young people who are deemed to be ‘disadvantaged’. Although some do progress well, historic data suggests that the majority do not make sufficient progress and year on year fall further behind their peers. This potentially perpetuates the cycle of disadvantage. New research [Feb 2022] indicates that the gap in attainment between disadvantaged pupils and their peers increased since the beginning of the Covid-19 pandemic. This is detailed in the EEF research project: <https://educationendowmentfoundation.org.uk/news/new-research-on-the-impact-of-covid-19-on-the-disadvantage-gap-in-primary-schools>

Policy Aim

This policy is focussed on addressing this to ensure that all disadvantaged pupils, including the more able and those with SEND, make accelerated progress over time, addressing any learning deficits, in-order to achieve their academic potential and attain in-line with ‘other pupils’ nationally. Whilst the barriers to progress will vary from pupil to pupil, the common barriers that must be addressed are gaps in skills, knowledge, understanding and social, emotional health needs. These are outlined in the table below:

- Strand 1: Teaching and learning
- Stand 2: Targeted academic support
- Strand 3: Wider strategies

Strands 1 & 2 PPG Strategy Statement	Strand 3 PPG Strategy Statement	
Teaching strategies & academic outcomes	Pupil mindset	Social, emotional & health needs
<ul style="list-style-type: none"> - T1: Difficulties in fine and gross motor control leading to difficulties in recording ideas and thoughts - T2: Difficulties decoding age-appropriate words and reading for meaning - T3: Letter and number formation that is incorrect and a barrier to fluent writing - T4: Underdeveloped speech, language and communication skills - T5: Poor number knowledge which hampers basic mathematical operations - T6: Below age-related vocabulary 	<ul style="list-style-type: none"> - P1: A lack of aspiration - P2: Poor attitude to learning and work ethic - P3: Limited life experiences - P4: The ability and/or willingness for parents/carers to provide the support pupils need to thrive - P5: Increased likelihood of joining gangs & being involved in criminal activity, including drug trafficking - P6: Complete basic tasks and lack resilience to complete more challenging tasks. - P7: Finds collaborative learning difficult - P8: Little response to feedback 	<ul style="list-style-type: none"> - S1: Poor attendance - S2: Adverse childhood experiences [neglect, abuse, trauma] - S3: Poverty resulting in an inability to be well presented and resourced for learning - S4: Vulnerable and/or challenging home circumstances - S5: Poor health [including dental hygiene and obesity: contextual concerns - S6: Home learning environment - Limited quiet space to work or sleep/time/resources including IT to learn from home

<ul style="list-style-type: none"> - T7: Poor organisational skills - T8: Limited self-regulation/metacognition skills 		<ul style="list-style-type: none"> - S7: Finds building relationships with staff/peers difficult
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Additionally, this policy aims to mobilise all staff, parents, governors and the wider community to raise our expectations of all underachieving young people; to provide each with effective and tailored help; to universally and genuinely believe that they can achieve at least in-line with their peers nationally, and then to demand that they do so.

All GLC academies will:

Assign a member of its leadership team and a governor for oversight to take responsibility for the provision for disadvantaged pupils to ensure that attainment gaps with 'other' pupils nationally, are closed.

In brief, leaders responsible for the provision and progress of disadvantaged young people will:

- Use evidenced informed research to plan expenditure of the pupil premium grant, recovery fund and tuition fund, EEF research: <https://d2tic4wv01iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium Guide Apr 2022 1.0.pdf?v=1650463957>
- Ensure that the information on how disadvantaged pupils are supported through Pupil Premium spending is updated on the academy's website each term and meets all funding requirements;
- Use data and other contextual information to identify underachieving disadvantaged pupils and fully understand the potential barriers which exist;
- Support and challenge all staff so that the disadvantaged policy is fully implemented and is impactful, achieving its aims;
- Support, challenge and develop the wider leadership team to enable a distributive leadership approach to the disadvantaged strategy;
- Ensure all staff training and induction always includes the potential barriers and strategies to improve outcomes for disadvantaged pupils;
- The GLC Performance Management Policy has a mandatory requirement that all staff have one PM objective linked to the progress of disadvantaged pupils;
- Support phase leaders to identify underperforming disadvantaged young people and to assign a key worker/reading/attendance ambassador for whom they will provide a balance of support and challenge, enabling them to achieve their aspirational targets.

Teaching strategies & academic outcomes:

- Plan activities to ensure each under-achieving disadvantaged pupil makes rapid progress;
- Employ a wide range of teaching and learning strategies which promote the engagement of disadvantage pupils and enables rapid progress across the curriculum;
- Set ambitious targets for disadvantaged pupils in order to close the gap between themselves and their peers; ensuring they are ready for the next stage of their education;
- Track their data each half-term [or more frequently as necessary] and use other information such as question-level-analysis to plan interventions as appropriate.

Pupil mindset:

- Praise, encourage and reward success and demand that pupils meet or exceeds all expectations and ambitious targets;
- Communicate with parents/ carers and other stakeholders, enabling them to play an active role in their child's learning and progress;
- Foster a sense of pride and aspiration in pupils so they thrive and achieve their potential.

Social, emotional & health needs:

- Fully understand and apply a range of universal and targeted strategies to support pupils to overcome potential social, emotional and health-related barriers, enabling them to thrive;
- Signpost and work alongside a wide range of organisations and partners to break down potential barriers to learning;
- Apply a wide range of strategies to ensure good attendance and punctuality.

Teaching Strategies & Academic Outcomes
[Strand 1 and 2 - Disadvantaged Statement]
Barriers addressed

Teaching Strategies

Teachers will assess the learning of all pupils in-line with the current GLC Assessment, Marking and Feedback Policy. They will prioritise **verbal and written feedback** to underperforming disadvantaged young people in order to address misconceptions and move their learning forward [Linked Teaching WalkThrus: Vol 1, Teaching that moves learning forward p.104]/Vol 1, Feedback as actions p.106.]

Teachers will ask carefully considered **process and probing questions** to facilitate learning and check for understanding - they will target underperforming disadvantaged young people using the 'Cold calling' approach, following opportunities to 'Think, pair, share' [Linked Teaching WalkThrus: Vol 1, Cold Calling p.90/Think, pair, share: Vol 1, p.92]

Teachers will develop pupils' **oracy** through the use of support and scaffolds [School 21/Pixl resources], 'Say it again better' teaching approach and regular opportunities to perform and present [Linked Teaching WalkThrus: Vol 1, Say it again better p.98/Vol 2, Public speaking p.136/Vol 2, presentations p.138.

Teachers will **strategically position** underperforming disadvantaged pupils in the classroom in order for them to maximise the use of the specific teaching strategies outlined above. This may be supported by the use of printed seating plans.

All stakeholders will ensure that the purposefully designed curriculum to counteract the **limited life experiences** our pupils have, is delivered with clear intent and fidelity.

High expectations held by all adults ensure that disadvantaged pupils perform academically as well as their peers and achieve their aspirational targets. Internal and external data is forensically analysed to inform provision for disadvantaged pupils.

Teachers will provide regular and well-considered opportunities to contextualise learning and to revisit key knowledge and concepts through the use of **retrieval activities which cement learning** in the long term memory.

Well-informed and evidence-based intervention strategies will be employed as additional and different measures to close gaps in learning for disadvantaged pupils and/or prevent them from occurring, such as: School based targeted interventions, pre-teaching, additional home study, additional learning periods, tutoring funded by the national tutoring programme, peer tutoring, etc.

Adults will exploit opportunities for disadvantaged pupils to consolidate and/or address gaps in learning through the use of the **digital strategy**.

Pupil mindset
[Strand 3 - Disadvantaged Statement]

Leaders and teachers will provide a broad balanced curriculum which provides a wide range of hands-on learning experiences, wider opportunities and enrichment to **mitigate limited life experiences**, ambition and aspirations, during time and holidays.

Teachers will make direct references to **potential careers and the associate pathways** so that pupils are inspired to work towards these. In addition, the GLC will exploit links with local organisations and businesses to work with pupils and provide them with opportunities to visit the workplace, where appropriate.

Parents have a key role to play in supporting their child and the GLC to **address barriers that exist**. In order to do this each GLC academy will:

- Emphasise the responsibilities of each partner [parent, academy and pupil] as outlined in the GLC Home, Academy Contract;
- Produce a formal report each half-term outlining pupil progress and attainment compared to National age related expectations and strategies to best support their child;
- Establish an effective line of communication to facilitate a productive, and regular dialogue between teachers and parents;
- Keep parents informed of the successes enjoyed by their child [in-line with the rewards strategies contained within the GLC Behaviour Policy].

Social, emotional and health needs
[Strand 3 - Disadvantaged Statement]

Adults provide targeted 1:1 and/or small group support to **address individual barriers to learning**, enabling pupils to develop a wide of strategies to ensure effective self-regulatory practices, raise self esteem and readiness to learn.

Leaders will work with a range of external partners, to support pupils' social, emotional and health needs, such as:

- Counselling;
- Speech & language;
- School nursing team.

Where attendance is a barrier, the GLC EWO, Attendance Managers and Attendance Ambassadors will **target their support to overcome this**. Each will have a caseload of disadvantaged pupils as a key focus for their work and report the impact of targeted strategies at-least on a half-termly basis.

Key Worker (Reading Ambassador/Attendance Ambassador)

- Disadvantaged pupils, including those with additional needs [SEND/CWASW/Attendance, etc.] who have been identified as significantly underperforming will be assigned a Key worker. The Key Worker will be an advocate for the pupil to ensure their progress is tracked and interventions put in place as necessary to address existing and, or emerging gaps in one or more aspects of learning. Teachers will be responsible for assigning time-limited, clear and measurable targets, which will be reviewed formally by the Key Worker each half term.

- Key Workers will be ambitious for pupils, providing an appropriate balance of support and challenge enabling them to make good progress.
- A broad range of interventions will be incorporated within the provision:
 - Personalised learning enabling the pupil to achieve their targets;
 - Compulsory ALPS [Additional Learning Periods] providing small group focussed support to address a specific issue;
 - Evening, weekend and holiday classes will be available to targeted pupils to achieve an identified aspect of learning;
 - Peer mentoring will usually involve matching a lower attaining disadvantaged pupil with one deemed to be more-able;
 - Reading Ambassadors are allocated to identify and overcome barriers for individuals not at ARE and who are not demonstrating the levels of fluency expected for their age, as well as to support pupils in developing a love of reading;
 - Individualised attendance plans for students at risk;
 - Every disadvantaged pupil will be entitled to attend a Study Hub/Homework Club before during and after school to gain access to IT and to receive support as necessary from an attending adult.
- The Key Worker is required to meet with the parent/carer at least half-termly to share the targets and review strategies to enable the pupil to meet these. Key Workers will provide an appropriate balance of support and challenge for parents/carers so they play an active part in supporting their child to achieve the targets set.
- Where attendance and or behaviour are barriers to progress, the provision will contain short term attendance, punctuality and/or behaviour targets with identified support from attendance and pastoral staff to ensure the targets are achieved.

Pupil Premium Plus Funding

- Pupil Premium Plus is a government grant to support and promote the education of children and young people in care and those who have been adopted from local authority care.
- The lead for 'Children Looked After' [CLA], in conjunction with other professionals [disadvantaged lead, social workers, inclusion teams, virtual head, etc.], will spend allocated funds to meet the social, emotional and learning needs of the specific pupil the funding is intended for.
- The impact of this expenditure will be monitored and evaluated at pupil level.

Monitoring

All GLC monitoring activities, including formal reviews, learning walks, moderation etc will compare and comment on the quality and standard of work of disadvantaged pupils compared with others of the same age and with exemplar materials from other schools.

Monitoring the implementation and effectiveness of this policy:

In order to monitor and evaluate the effectiveness of provisions for disadvantaged pupils, the following will take place:

- Annual outcome targets [informed by prior attainment, FFT, SISRA,etc.] will include specific targets for disadvantaged pupils;
- Pupil progress and attainment will be formally monitored and evaluated half termly and used to inform universal and targeted teaching and learning strategies;
- Pupil progress data will be analysed to identify pupil trends and to inform provision moving forward;
- Targets set by teachers to inform Key Worker provision will be recorded and evaluated each half term using each academy's agreed tracking system;
- Progress Boards will include standard agenda items on the progress of disadvantaged pupils;
- The CEO will report to the GLC Board, at least termly, on the progress of disadvantaged pupils;

- GLC senior staff and all other relevant staff will be held to account for the progress of disadvantaged pupils through the GLC Performance Management Policy. The CEO will report to the Board that this requirement has been met;
- All GLC review activities will include a focus on the progress and attainment of disadvantaged pupils;
- Each GLC academy will publish its Pupil Premium expenditure on the GLC website in-line with the DfE requirements.

Appendix A: Ward Information and Data

<https://www.thurrock.gov.uk/public-health/thurrock-healthy-lifestyle-service>

Chadwell St Mary Ward: <https://www.thurrock.gov.uk/sites/default/files/assets/documents/publichealth-chadwellstmary-2017-v02.pdf>