



Commitment to improving the outcomes of disadvantaged pupils- core standards

Whole school ethos of attainment for all	<ul style="list-style-type: none">• High expectations for pupils and staff• Effective teaching and learning and Inclusion policies• Growth mind-set approach embedded• Values-based education and practice
Addressing behaviour and attendance	<ul style="list-style-type: none">• Effective behaviour policy and whole school strategies• Consistently high expectations of behaviour• Identify triggers and underlying causes of behaviour- wider picture• Communication with parents• Rigorous monitoring of attendance and attendance lead• PP and SEND attendance on profiles/case studies• Promoting increased attendance through posters and charts, weekly attendance trophy
High quality teaching for all	<ul style="list-style-type: none">• Quality First Teaching across the school• High/realistic expectations• Time to monitor and share good practice as a team• CPD opportunities• Appropriate support and challenge for all
Meeting individual learning needs	<ul style="list-style-type: none">• Staff knowing their pupils well- identifying and responding to their strengths and needs• Early identification of needs and appropriate provision in place• Assess-do- review cycle
Deploying staff effectively	<ul style="list-style-type: none">• Training provided to ensure all staff are confident and competent to ensure provision is effective• Review and restructure when necessary
Data driven and responding to evidence	<ul style="list-style-type: none">• Data analysis to identify needs and plan future provision• Regular pupil progress meetings
Clear, responsive leadership	<ul style="list-style-type: none">• Shared vision• High expectations set and modelled across the school• Supportive and collaborative approach- encourage feedback and honesty- respond to this effectively• Value staff and invest in training
Transition	<ul style="list-style-type: none">• Transition policy• Understanding of transition across the school• Time allocated for transition to new classes/teacher• Transition meetings with parents• Strong links and partnership with pre-school and secondary school
Early Years	<ul style="list-style-type: none">• Regular meetings and communication with parents• Links with pre-school and whole school• Early identification of strengths, needs and interests• Understanding of national curriculum- support learning throughout the school