



How Ash Croft Primary Academy Supports Disadvantaged Pupils

Ash Croft Primary Academy is a small primary school, with a strong family ethos that has 160 pupils currently on roll. Our academy offers all pupils: a place where they can feel safe and be inspired by their surroundings and a creative curriculum with rich experiences embedded into a concise teaching and learning ethos.

Research suggests that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils, so using the Pupil Premium Funding to improve teaching quality, benefits all students and has a particularly positive effect on children eligible for the Pupil Premium Grant. Marc Rowland's extensive research in this area concludes that it is vital that disadvantaged pupils are able to access high quality teaching every day and that teachers in classrooms feel accountable for the achievement of disadvantaged pupils and not be considered 'someone else's responsibility'. Marc has worked closely with the academy to review current practices and outline further developments.



At Ash Croft there is a common goal that every member of the school community can succeed. Staff members have high expectations and senior leaders are aspirational for both the children and staff. Opportunities to increase cultural capital are planned, so that learning will go beyond the minimum requirements of the National Curriculum. It is expected that through effective teaching and learning children will

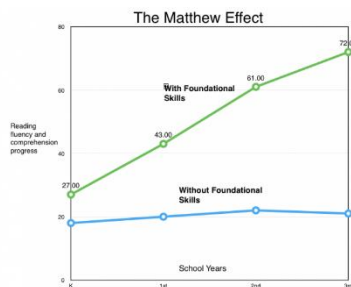
experience both academic and social success.

The key drivers that underpin the curriculum are Reading, Knowledge and Communication. Our curriculum aims to equip pupils with the necessary knowledge, skills and concepts to achieve in the next stage of education and in later life. So that children make optimum progress, we expect well planned and

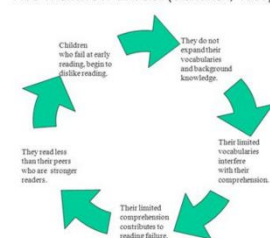
Ash Croft Primary Academy Curriculum

Reading	Knowledge	Communication
<ul style="list-style-type: none">• Knowledge• Communication	<ul style="list-style-type: none">• Experiences• Aspirations• Cultural capital	<ul style="list-style-type: none">• Vocabulary• Oracy• Speaking• Listening• Team work

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The Matthew Effect (Stanovich, 1986)



sequenced learning, so that pupils know more and remember more of what they have learned. These key drivers were chosen based on research such as the Matthew Effect. Stanovich describes how early success in acquiring reading skills usually leads to later successes in reading

as the learner grows, while failing to learn to read at a young age can lead to lifelong problems when learning new skills.



Assessment information is used to identify clear next steps for pupils, close gaps and anticipate any underachievement. Assessment for learning strategies are in place, so that teaching is inclusive and responds to the needs of all. The curriculum has also been designed to provide a range of experiences that enable pupils to understand their community and the world beyond it. Our aim is for all pupils to aspire to further education opportunities, paid work, and

the drive to succeed at whatever they set the minds to do.

The academy provides children with opportunities to experience and engage with the world beyond Sinfin and increases cultural capital by raising awareness particularly around authors, artists, music and sports. The knowledge of cultures and those from different faiths and backgrounds is also key to ensuring that our pupils are fully equipped for their adult lives.



Using Rosenshine's Principles in Action, leaders and staff have worked together to plan well-structured lessons with key objectives that build skills and knowledge progressively over time. This enables pupils to gain a developing understanding of the concepts being taught. It is intended that these key



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skills are remembered securely and interleaved across all subjects.

All staff have high expectations and aspirations for all pupils and continue to develop a culture which reflects our Trust's motto of Believe, Achieve, Succeed. Pupils learn how to self-regulate their emotions and behaviour, not only through the behaviour management policy and practise but through specifically designed programmes including forest schools.

Our aim is for every child to have the opportunity to #Discover Your Incredible. The skills of being Inquisitive, Nurturing, Courteous, Resilient, Empathetic, Diligent, Imaginative, Brave, Logical and Enthusiastic underpin our approach to character development. This is further supported by the Harmony Pledge, which is a Trust wide initiative focusing on ensuring all pupils have a wide range of experiences, character development and competencies during their time at the academy.



The ethos of the academy promotes a love of reading through the trust wide 'Read, Achieve, Succeed' initiative. The academy has raised the profile of the 'class reader' to ensure children listen to high quality stories over a sustained period of time. All classes are named after a famous author to widen their knowledge of a

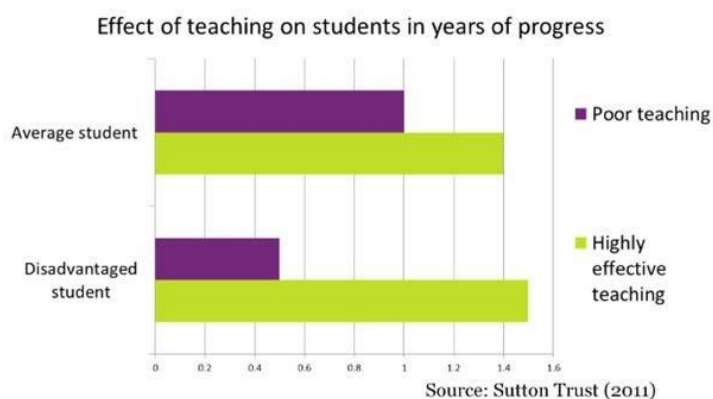
range of literature. Enjoyment for reading is promoted through a variety of initiatives, including reading awards that are given in the weekly celebration assemblies, as an accolade for those children who read at home.



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High quality teaching for all

Why improve teaching?



- Emphasis on 'quality teaching first', as this has the biggest impact for all learners, especially the most vulnerable.
- Regular and rigorous monitoring ensures that teaching within the academy is consistently good or better.
- Regular timetabled learning walks/drop ins/book looks ensures consistency across the school.
- Links with other academies within the Trust and beyond ensures consistency across the academies including the moderation of work and assessment of the children.
- High quality CPD is provided on a regular basis by leaders in the academy, SLE in Phonics and lead practitioners in other areas, the Trust and through INSET day provision and courses.
- Bespoke coaching and support is provided for all staff relevant to their career stage.

Whole school ethos of attainment for all

- Expectation that every child makes good progress, based on prior attainment and reaches their optimum potential.
- Teachers made accountable for the pupils in their class who are eligible for Pupil Premium funding during termly pupil progress meetings.
- Pupil Premium reports produced termly to show what progress and attainment looks like for each child/class/year group.

Addressing behaviour

- A consistent behaviour policy that has been created to reward and encourage positive behaviour at all times. Rewards and sanctions are consistent



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throughout the academy, so that children have continuity from class to class and have a better understanding of appropriate behaviour.

- All staff fully recognise and reward helpful and cooperative behaviour, good work and achievement. When sanctions are necessary, they are given in a calm manner, using the language of choice and consequence enabling pupil's time to reflect on their actions.
- Pupils choose their behaviour and choices always bring consequences. We understand that mistakes are normal and therefore consequences should be supportive.
- Whole class half termly rewards, including golden time and afternoon tea with the principal, that link to key learning our #Incredible learning behaviours.
- Celebration awards are given out each week, which link to our key characteristics.
- The aim is that all children have excellent conduct at all times and in time are able to self-regulate their own behaviour.
- The academy promotes a zero-tolerance policy towards bullying, which is implemented consistently by staff.
- Relationships on all levels across the academy are nurturing, caring, positive and kind. Children and staff show each other mutual respect upholding the trust motto Believe, Achieve, Succeed.
- A wide range of Extra Curricular activities have been timetabled, including football teams, dance clubs, musical instruments and art. These bring a huge range of behavioural improvements and skills.

Addressing attendance

- Staff know that pupils who attend school regularly often have the very best chance of success.
- The Inclusion Manager works very closely with families to promote the attendance of all, challenge incidences of poor attendance, recognise attendance patterns and prioritise vulnerable families.
- Any child absent from the academy without explanation receives a first day absence call. Attendance is monitored weekly by leaders and all Trust and LA procedures are followed.

Meeting individual needs for all

- A variety of different learning styles, such as: cooperative learning, thinking skills and promoting metacognitive strategies 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.



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- Accelerated Reader has been implemented from Year 2-6 to increase word reading, inference, comprehension skills and reading for pleasure.
- Small group interventions in maths, phonics, reading and spelling have been established, for pupils falling behind age-related expectations.
- Expectations in maths, phonics, reading and writing using a systematic daily approach with a clear, concise teaching and learning guide, so that a consistent approach is followed by all staff.
- Pupil Premium Lead monitors the effectiveness of teaching and learning and develops strategies to improve the opportunities for all.
- Trips and experiential learning is planned into every half term to bring learning to life and give it realism.
- Careful consideration has been given to the timings of all interventions, so that all pupils have access to a full curriculum.

Deploying staff effectively

- Leaders deploy staff effectively to ensure that the needs of all pupils are met.
- 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, so that pupils are developing independence and resilience.
- Senior Leaders work across the academy coaching and developing staff expertise and confidence through a range of strategies e.g planning support, team teaching, lesson studies. This ensures that all pupils are accessing quality first teaching every lesson, every day.
- Monitoring matrixes are in place so that regular monitoring of teaching and learning, planning, pupils work, assessment and progress and behaviour is in place, in order to raise standards further.

Data driven and responding to evidence

- Target Tracker formative assessment grids are completed on a regular basis to monitor and track curriculum progression.
- Teachers use curriculum planning documentation to plan the next stage in learning to ensure that teaching responds to the needs of the children using the analysis from formative assessments.
- Children's attainment and summative assessment data is uploaded to Target Tracker on a termly basis and reviewed by SLT.
- Bespoke interventions are planned for those children at risk of falling behind age related expectations in reading, writing, maths and phonics. These are reviewed on a half-termly basis.



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- Use of PIRA and PUMA tests on a termly basis are used to inform teacher assessment judgements.
- All of the above feed into pupil progress meetings, which act as a professional dialogue between leaders and teachers. The outcomes of these meetings feed into the Academy Improvement plan.

Clear responsive leadership

- Rigorous monitoring of standards of teaching ensures that teaching within the school is consistently good or better, using a triangulated monitoring process.
- Regular timetabled learning walks/drop ins/book looks ensures consistency across the academy.
- Action plans are created and reviewed on a half-termly and termly basis (depending on the subject).
- High quality CPD is provided on a regular basis linked to the Academy Improvement Plan.
- All staff actively take part in coaching sessions to learn new skills, find personal success, and achieve aims and to manage personal challenges.