



Crofty Disadvantaged Pupil Strategy

The schools of Crofty MAT have a strong belief in success for every child and work proactively to achieve this.

National reviews* of successful practice with pupil premium have produced considerable evidence of what works best. Within the trust each school has autonomy over how they spend the pupil premium, however the following 'building blocks of success' are adhered to across all schools:

School culture

An ethos of attainment for all pupils

An unerring focus on high quality teaching

Clear, responsive leadership, with high aspirations and expectations

100 per cent buy-in from all staff, with all staff conveying positive and aspirational messages to disadvantaged pupils

Evidence (especially the EEF Toolkit) is used to decide on which strategies are likely to be most effective in overcoming the barriers to learning of disadvantaged pupils. Particular consideration is given to high-impact, low-cost strategies.

Able to demonstrate positive impact of all strategies

In-depth training for all staff on chosen strategies

Every effort is made to engage parents/ carers in the education and progress of their child

Individual support

Identification of the main barriers to learning for disadvantaged pupils

Individualised approach to addressing barriers to learning and emotional support

Focus on outcomes for all individual pupils

Frequent monitoring of the progress of every disadvantaged pupil

When a pupil's progress slows, interventions are put in place rapidly

Teachers know which pupils are eligible for pupil premium

The needs are recognised of disadvantaged children in specific groups, e.g. high ability pupils, looked-after children

School organisation

Deployment of the best staff to support disadvantaged pupils – developing the skills of existing teachers and TAs

Excellent collection, analysis and use of data relating to individual pupils and groups

Performance management is used to reinforce the importance of this agenda

Effectiveness of teaching assistants is evaluated and, if necessary, improved through training and improved deployment

Governors are trained on pupil premium

Pupil premium funding is ring-fenced to spend on the target group

Effectiveness of interventions is evaluated frequently and adjustments made as necessary

A senior leader has oversight of how PP funding is being spent

At a minimum, this should be used by school leadership teams, staff and governing bodies as a checklist of practice in each school. Where an item is considered not to be in place effectively in the school, prompt action should be taken.

* NFER, OfSTED, Sir John Dunsford, EEF

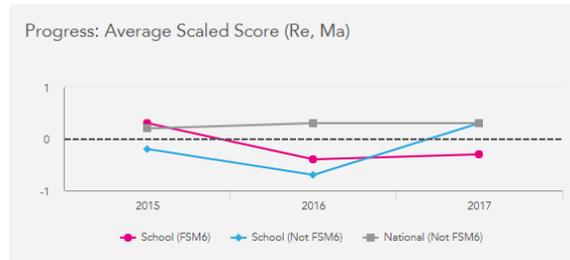
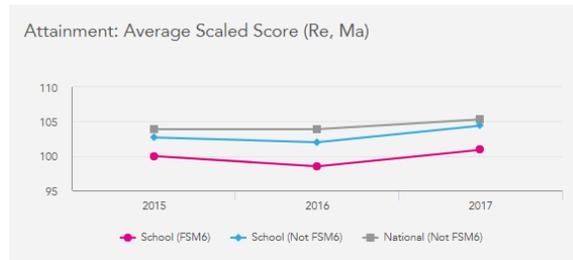
Context – Income Deprivation Affecting Children Index Decile

22% of pupils on roll in Nursery/Primary Schools in Cornwall live in the most deprived 0-30% of LSOAs in England. Six of the 9 schools serve areas with significantly higher levels of deprivation than the Cornish average.

	Most deprived 0 – 10%	Most deprived 10 – 20%	Most deprived 20 – 30%	Most deprived 30 – 40%	% pupils living in the most deprived 0 – 30% of LSOAs in England
Illogan	7%	4%	32%	7%	43%
Lanner	3%	1%	0%	36%	4%
Pencoyls	2%	9%	3%	5%	15%
Pennoweth	43%	1%	1%	5%	44%
Portreath	3%	0%	6%	7%	10%
Rosemellin	21%	6%	11%	52%	38%
Roskear	41%	10%	13%	29%	64%
Treloweth	28%	13%	3%	24%	44%
Weeth	16%	12%	14%	26%	42%

Attainment of Disadvantaged Pupils across Crofty

CS KS2 Performance for disadvantaged pupils 2017



The progress of disadvantaged pupils is a priority across the trust, although there are two schools where disadvantaged pupils make progress faster than non-pupil premium pupils nationally. There is a member of the Trust Board with the specific responsibility for monitoring the impact of the disadvantaged pupil strategy.

MAT Support/ Challenge

In 2017 – 18 the progress of disadvantaged pupils is a key priority for development. Whilst there is excellent practice within some of our schools this is yet to be consistent across all schools. The MAT have devised a strategy with three core elements: training, support and challenge.

A senior leader in each school has been nominated to hold responsibility for the pupil premium strategy within their schools. These leaders are attending ½ termly training/ network meetings where they are provided with the necessary skills and knowledge to be able to support the disadvantaged pupils within their schools.

Training Agenda 2017 - 16

1. Analysing data and identifying barriers
2. Devising a strategy – outcomes, success criteria and strategies
3. Quality first teaching
4. How to evaluate effectiveness



5. The role of teachers, TAs and support staff
6. Self-evaluation and sharing good practice

Support

There are plans for a new role of Disadvantaged champion within the recently submitted MDIF bid – an experienced headteacher with a track record of closing the disadvantaged gap, working with the school's senior leadership to review the strategies being employed, evaluate the impact of the disadvantaged action plan and offer advice and support for future actions.

Challenge

Constant review - School Improvement monitoring visits, as part of a triad of schools, are a well-established feature of way the MAT works. A focus on disadvantaged pupils has been added, evaluating the impact of the schools' work in this priority area through peer challenge and support. This also facilitates the further development of improvement strategies through sharing of effective practice.