Yorke Mead Primary School

Achievement for All Policy

March 2023

Our School Vision Statement
BRINGING LEARNING to LIFE

We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.

We want our pupils to enter the wider world as

- ○ *Happy, positive individuals*
- ○ *Responsible citizens who make a positive contribution*
- ○ *Confident, resilient, healthy & life-long learners.*

DARE TO...

D - Determination

A - Ambition

R - Resilience

E - Enjoyment

T - Trust

O - Openness

The aim of this policy is to recognise how the school prioritises the outcomes, resilience and emotional well-being of pupils who are vulnerable to underachievement.

Fundamental to Achievement for All in our school is our focus on building core strengths in every child:

• Resilience - Through the power of Yet, The Pit, and a variety of emotional well-being strategies. We aim help all children gain confidence and ambition needed to learn and grow. This goes hand in hand with our belief in forging relationships with our vulnerable learners and trusted adults in the school environment.

• Access - Investing in all staff delivering quality first teaching daily, ensures learning is matched to individual learning needs, underpinned with regular individual assessment and approaches.

• Enjoyment - Active learning strategies, providing engaging tasks to develop a love of learning.

• Achievement - We aim to develop inner strength that builds from resilience, responsibility, success and self-belief into allowing all children to maximise their potential and engage with their educational learning journey.

School Ethos:

At Yorke Mead we believe that all children, irrespective of background, should succeed to their full potential. We believe pupil premium spending should be flexible and allocated on individual need.
We recognise that not all pupils from vulnerable groups have similar barriers to learning and only through regular assessment and review of all children and recognising individual needs, can we respond with appropriate support.

What is Pupil Premium?

Pupil Premium is additional funding paid to schools for identified groups of children for two purposes:
- Raising the attainment of disadvantaged pupils so progress is accelerated, and attainment is in line with their peers
- Supporting children and young people with parents in the regular armed forces

The aims of the funding are:
- To reduce the attainment gap between the highest and lowest achieving pupils nationally
- To increase social mobility
- To enable more pupils from disadvantage backgrounds to get to the top universities
- To provide additional resources to schools to do this
- To support looked after children (LAC) and post LAC

Who is it for and how much (from April 2023)
- Children receiving Free School Meals (FSM) or Ever 6 FSM £1,455 / child
- Children Looked After (CLA) – £2,530 / child
- Children who leave care on an order or 'Post LAC' - £2,530 / child
- Children whose parents are Armed Force Personnel - £335/ child

NB: Children from these categories in Early Years (Nursery) receive Early Years Pupil Premium £342/child[1]

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes children with Special Educational Needs (SEND), children with English as an additional language (EAL), and British Minority Ethnic groups (BME), gender, or any other pupils or groups of pupils, who have been identified within school who may have numerous barriers to their learning.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

- We reserve the right to allocate the Pupil Premium funding and school resources to support any pupil or groups of pupils that the school has legitimately identified as being disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

However – through a robust cycle of Plan, Do, Review and Assess, we are able to target the areas of most need and help individuals achieve their potential.

The following are the key elements that drive attainment for all across the school.

Emotional Support
Yorke Mead recognises the importance of emotional well-being amongst young people. We have set about training all staff, including all support staff, in recognising and supporting emotional needs among children. All staff have been trained in Emotion coaching and Attachment Awareness, and this allows staff to recognise and acknowledge a child's anxiety and create a "safe environment" to offer strategies to alleviate the anxiety. No one solution fits all and staff use creative solutions – often on knowledge of an individual. However, structures are in place to support the well-being of all children. Mindfulness strategies are practiced in classes to support individual well-being and responsibility.

Core Elements of Emotional Support in Yorke Mead
- All classes take part in mindfulness practice at least three times a day
- Reading is a key skill and vulnerable pupils are targeted in a number of ways to help ensure they make expected progress with reading. These include Fluency Groups, targeted phonic interventions, some 1:1 interventions, Teacher focus, parent helpers.
- Assemblies and Philosophy for Children (P4C) support children's ability to reason and respect differing opinions
- Assemblies and P4C promotes children's understanding that not all children are alike, and many children need support in different areas of life
- Whole school approach to PSHE through the Jigsaw Curriculum.
- Emotion coaching is practiced throughout the school on a daily basis by all adults
- Achievements are celebrated on an individual level and all children are encouraged to recognise their own and others' achievements
- Social skills groups support pupils to develop confidence
- Mindfulness practice and discussions encourage children to take individual responsibility for their responses to a variety of situations
- Art Therapist employed by school and used where appropriate
- Protective behaviour course offered to pupils where appropriate
- Drawing and Talking sessions for identified individuals
- Key Workers are allocated to support identified individuals
- 3 Pastoral Assistants employed for 1:1 emotional support
- Sensory Garden allowing a safe space for children who need to co-regulate before returning to learning
- Sunshine room providing a quiet room for reflection and individual approaches in a safe space
- Sensory Issues – supported with brain breaks, calm box and weighted blankets to support co-regulation and fiddle toys.

Attendance
- It is essential all pupils attend school regularly and on time
- First day phone calls are made to children where attendance is a concern

- Lateness is tackled by keeping a record of minutes lost in any half-term. Parents are contacted and made aware and/or invited to meet with Head
- Failure to improve school attendance results in Attendance Improvement Officer involvement
- Individual anxieties about coming to school are discussed with parents and met with individual responses – resulting in improved attendance figures
- Families are supported through a variety of structures such as TAFs, Family Support Worker – employed by the school, and an "open-door" policy to talk to the Head, SENCo or Deputy Head or a member of SLT.
- Where attendance is a concern, this is part of discussions at parent consultations
- The Head reports attendance levels to the governors termly.

Teaching for All through quality continuing professional development (CPD) and accountability for learning

It is vital that appropriate resources are deployed to ensure quality teaching – ensuring Teachers are equipped to meet the needs of all and identify barriers to learning. Teachers and TA's have a robust, quality training programme based on identified school needs and vulnerable group needs.

- Curriculum adaptations are made by Teachers, where weaknesses are identified among groups of children.
- Reading is a key skill and resources are targeted at ensuring children make good progress with their reading skills through a range of strategies e.g. Teacher focus, "double dipping" in guided reading, parent support workers, and targeted interventions such as Fluency Groups.
- Teachers set high expectations for all with a strong emphasis on quality first teaching and responsibility for all children's learning in their class
- CPD for staff is linked to school development plan, and individual staff needs recognised through a variety of monitoring structures, including performance management
- All staff meetings are CPD linked
- TAs are supported to attain relevant TA qualifications and supported through peer mentoring and performance management
- Specialist TAs are developed, supported and trained to deliver high quality intervention programmes e.g. Elklan trained TAs for speech and language interventions, Drawing and Talking work for pastoral support, numicon training for maths interventions, etc.
- Social stories and comic strip reflection are used by trained TAs to support regulation and reflection.
- Teachers and TAs are included in observations and feedback
- Teachers involved in pupil progress discussions each half term with senior leadership team (SLT)
- Ongoing programme of observations and monitoring by SLT, including TA observations in class and working with intervention programmes
- High quality consultants employed to train staff through Herts for Learning including barriers to learning for vulnerable groups
- CPD delivered to individual members of staff is cascaded through staff meetings and Inset programmes
- Progress of all children is monitored by SLT half termly and strategies to support are explored with class teachers. Progress of children is reported to Governors on a termly basis.

Meeting Individual Needs

Children are encouraged through a variety of structures to take individual responsibility for their learning. A climate of "good learning" is encouraged through many whole school systems.

Children need to experience learning through real-life, hands-on experiences. Where possible, learning is linked to topics with a focus on immersion learning. The following elements represent the core themes to meeting individual learning needs:

- A whole school approach to the importance of building individual relationships ensures staff are aware and make use of incidental opportunities to build a relationship with vulnerable individuals.
- Quality feedback and marking ensures pupils understand what they are doing well and what they could tackle next. Misconceptions are dealt with at the point of marking through pupils going back including immediate intervention work.
- Children are encouraged to pick their own challenge and reflect on how appropriate their decisions are. Dialogue through marking is encouraged.
- Children review where they are at with their learning through target time with teachers and reflection time.
- Any Identified vulnerable groups, or individual, may meet for reflection with their teacher more regularly, often to reflect on own individual targets.
- Additional target structures support vulnerable children adopted from care through Success Plans – reviewed each term with Teacher and SLT member responsible for post looked after and looked after children.
- Individualised learning targets are structured through Learning Plans for children identified with SEND needs. These are reviewed termly, and the SENCO meets termly with parents to discuss individual targets.
- Learning, physical and emotional needs are identified, and a raft of strategies can support these on an individual basis.
- Termly and half-termly monitoring allows SLT and Teachers to measure the impact of these programmes and where progress is not evident, strategies will be changed.
- A member of SLT is allocated responsibility for children who have previously been looked after, and parents have additional meetings once a term.
- Identified vulnerable children have additional consultation appointments with SLT or SENCo. Children in KS2 are part of the consultation with parents.
- Parents reminded with texts to attend parent consultations. Where parents do not attend despite chasing, the child will receive an individual 1:1 consultation.
- Intervention targets are reviewed each half term with Teacher, TA and SLT member. Children are monitored as to where their learning is at and any next steps identified. New success criteria support TAs and children meet the next target.
- TAs supported through observations and training to deliver high quality interventions.
- TA training cascaded by peer observations.
- Outside agencies support staff CPD in delivering quality first teaching for a variety of learners, including SEND.
- Outside agencies support SENCo with delivering individual targeted programmes.
- Vulnerable pupils are given more opportunity to work in guided groups with adults.

Data, Observations and Reflections
Data informs SLT what strategies are effective. A cycle of reviewing data each term and addressing concerns through termly pupil progress meetings between SLT and teachers helps identify what is going well and what needs changing. Interventions are changed with a constant drive to make them more effective. Part of this cycle involves meeting each half term to address any concerns.

Clear Responsive Leadership
Leaders are responsible for establishing the vision and drive of the school. New initiatives need to be evaluated and contribute to the attainment of pupils. Rigid structures hold all staff to account.
Leadership is distributed through middle school leaders. At Yorke Mead the following systems ensure leaders can respond to needs within the school so support the learning of all.
- All staff have received training on the importance of building a relationship with individuals, particularly with vulnerable learners.

- Distributive leadership ensures middle leaders are responsible for ascertaining strengths and weaknesses within their own phases.
- All subject leaders log action plans and have a programme of observations in their subject.
- Core subject leaders are responsible for understanding data in their subject termly. Action plans are linked to school development plans and identified weaknesses from monitoring systems.
- At end of each year foundation subject leaders have an overview of individual children and percentages of children achieving age related expectations.
- Subject Leaders are used to strengthen teaching for all through peer mentoring and coaching – including modelled planning and teaching sessions.
- Subject Leaders can access support if required.
- Governors regularly monitor and review attainment and progress by looking at data, which they have received training for, and when appropriate identify resources and priorities in the School Development Plan.

Assessment Procedures for all
- Teachers make formative assessments and adapt planning as required, ensuring some areas of learning are reviewed again when weaknesses identified.
- Subject Leaders have an overview of what skills and knowledge children should acquire at each stage of their learning, i.e. Foundation Stage, Key Stage 1, Key Stage 2.
- Where barriers to learning are identified that impact on access to summative assessments, reasonable adaptations are made to support individuals e.g. access to a laptop, or scribe or reader, or own space, where appropriate ensuring vulnerable children are not disadvantaged.
- All children have time to reflect on their targets and self-assess.
- Teachers use Herts Criteria as a base for formative assessments 3 times a year.
- Internal moderations occur termly between teachers, and external moderations take place for all teachers once a year.

This policy should be read in conjunction with:

- Teaching and Learning policy
- Curriculum policy
- Anti-bullying policy
- Behaviour for Learning policy
- EYFS policy
- Assessment policy
- SEND policy and information report
- Equality information and objectives
- Inclusion Policy
- Subject specific policies
- Relationships Education, Sex and Relationships Education (SRE) and Health Education policy
- Pupil Premium Policy