



How We Support Our Disadvantaged Children

At Griffe Field Primary School, we are committed to providing every child with the opportunity to achieve, to do so in partnership with their families and to make sure that there is a good reason for the children, their families and the community to be proud.

We pride ourselves in how we support all of our pupils.

Our core aim as a school is to develop successful, fulfilled young people and we have high aspirations for our pupils. We always say to our children to aim high and to be the best versions of themselves. Through our whole school ethos, our collective vision for developing the children emotionally and spiritually, as well as our PSHE curriculum, we create an environment that is supportive, safe and encouraging which helps the children to become positive, hardworking and resilient.

We hold the Silver School Mental Health Award and our staff are committed to supporting the emotional wellbeing of all of our pupils. Furthermore, we have developed strong links with external services including Bridge the Gap, STEPs and Young Minds to ensure we are fully trained to fulfil this aim.



We want everyone to flourish and reach their potential, and we recognise that for some pupils extra support is needed to help them to achieve and be successful. We prioritise providing the correct resources to support children in school, regardless of whatever needs they may be, be it relating to SEND, SEMH or any other. We have a strong, skilled and experienced staff team, including teachers and supporting staff, capable of supporting a range of needs. The school ensures that staff are all fully trained and equipped to meet the needs of any pupil so that they can be safe, successful and strive to meeting their learning goals.

Our final aim is to develop our pupils to have positive and responsible attitudes. As a school, we all agree that we want everyone is treated fairly and with tolerance and respect. Through our school curriculum, we regular discuss protected characteristics, challenge gender and racial stereotypes and promote equality and acceptance with our pupils. Just taking a walk through our school will show you how each and every culture, each religion, each way of life is treated with respect, is valued and is celebrated.



A further aim of ours is to allow our children to become well skilled and have enquiring minds. We want every child to have a positive, memorable learning experience whilst they are with us. In order to do this, we are determined to ensure the highest standard of education. The school curriculum is carefully planned and managed by the staff team and as part of this we provide a range of experiences to enable children to develop their skills, knowledge and attitudes. We do this through a range of enrichment opportunities, including different clubs, trips, residentials, visitors and many more.





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Whole School Ethos for High Aspirations

- We aim for all children to develop their skills, knowledge, attitudes and be active participants in their education. We encourage our children to aim high, to work hard, to think how to improve and to be resilient.
- Through our whole school PSHE Jigsaw Scheme, our children are taught about how to set goals, how to overcome difficulties, how to handle challenges and emotions and how they can push themselves to be their best version of themselves.
- We have high aspirations for our pupils and we aim that regardless of their starting points, that our children will make the best progress they possibly can. This includes when our children are working on the Early Years Foundation Stage Profile, the National Curriculum or when working on a personalised curriculum. All staff, children and families agree through the school agreement that we will all work in partnership to strive to achieve this ambitious goal.
- Pupil Premium Funding is responsive to the schools needs, identifying both common challenges and individual needs and making no assumptions about the impact of disadvantage.
- All staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

High Expectations for Behaviour and Attendance

- All staff, children and families sign and agree to our 'School Agreement', which outlines everyone's commitment to working together to ensure the best outcomes, including behaviour, attendance and readiness for each school day.
- Consistently implemented policy for behaviour. Our 'School Agreement' outlines five clear and easy to follow rules for our pupils, ensuring that it is easy to understand for all ages how to conduct themselves at school.
- Wellbeing Wednesday and Feel Good Fridays used to support children in developing strategies to support them in managing their emotions and behaviours and develop their self regulation.
- Rainbow Club runs at lunchtime daily for those pupils who find being on the playground challenging, due to sensory needs or being able to regulate their behaviour. This is a nurturing space where positive play is led and managed to promote good social skills and self regulation.
- Clear and fair rewards and sanctions system. Children are rewarded for their good behaviour, efforts, successes and attitudes using stickers, merit marks and merit awards. Attendance awards are given to individuals and to a whole class for full and very high attendance.
- Other praise and reward systems include lunchtime tokens, awarded for good behaviour during lunchtimes, star readers, a gift of a book for progress and efforts with reading, gold awards, awarded for consistently high standards of behaviour and effort during the school term to selected individuals and Golden Tickets, where extra playtime is awarded to classes who do not have any 'time ins' (see below).
- Sanction system is clear and effective. Children will receive a 'fair warning' if they are not demonstrating appropriate behaviours, after which a warning mark is given. Three warning marks over the course of a school week results in a 'time in' parents are informed and if multiple 'time ins' are given over a half term then we work in partnership with families to support children to make better choices with their behaviour. We have high expectations for behaviour therefore we do not see multiple 'time ins'.
- Family Support Worker and Learning Mentor work to monitor attendance daily. Any children absent from school are contacted on the morning of their absence to ascertain the reason for their absence. Persistence absences are addressed by the Family Support Worker. Any 'dips' in attendance are closely monitored and families are offered support when needed.
- If any families are having difficulties bringing their children to school, the school supports them in getting the children into school.



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Quality First Teaching for All

- We place a strong emphasis on 'Quality First Teaching', with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
- Early identification and intervention used to highlight children who require additional support. Teachers take responsibility for those who need additional support and work in co-ordination with other staff members to best meet their needs in class.
- Quality of Teaching and Learning is monitored closely by Subject Leaders, members of the Senior Leadership Team and the Headteacher to ensure that all teaching in our school is good or better.
- Regular learning walks, drop ins, peer observation and coaching and work scrutiny is used to ensure consistency across the school.
- DDAT, our Academy Trust, works in partnership with us on a regular basis to carry out Development Days. This is to support the school's judgements on the quality of education and consistency across the school.
- The School's Board of Governors also works as a critical friend to challenge the school on its practices. Link Governors meet with subject leaders to greater understand how the curriculum is delivered in school. They monitor the School Improvement plan and conduct their own learning walks to observe good practise and ensure consistency across the school.
- The School Improvement Plan (SIP) is written annually by the Senior Leadership, in conjunction with Subject Leaders and the governing body to maintain and strive for the best standards of education for our pupils. This is strongly influenced by current educational research and theories.
- High quality CPD is provided on a regular basis by school staff and external providers, all planned and delivered in conjunction with the SIP and to address the current needs of the school and individuals within the school (e.g. training on specific SEND needs or SEMH difficulties that have arisen).

Meeting Individual Needs

- The school curriculum is planned carefully considering the children's interests and learning needs.
- Engaging and exciting topics are based around the children's interests, linking to the National Curriculum objectives for each year group. Developmental milestones are also planned for in the school curriculum for children in EYFS and who are working towards individual learning targets.
- Strong hooks for learning, whole school theme days and weeks and high quality texts are used to enrich and engage children in learning.
- No assumptions are made for what children already know. Pre-learning tasks are used for subjects to assess pupils current knowledge so their learning can be planned to precisely drive learning forward. Post learning tasks are then used to assess what has been taught and highlight areas for future teaching and possible interventions.
- Knowledge Organisers are used for all subjects across the school to support children in knowing and remembering more. These are carefully planned to display the core content of the National Curriculum for a given subject in a way that will allow children be reminded of key vocabulary and knowledge.
- Variety of teaching approaches used to support all learners in making good progress. Learning to Learn approaches as well as other metacognitive strategies, outdoor learning and active learning styles are all employed to meet the variety of learning styles of our pupils.
- Adaptations are made in all subjects to address the needs of disadvantaged learners. This can be through additional support given, specialist resources such as large print text, coloured paper, adapted furniture, hardware or equipment. This is to ensure that all learners can access the curriculum.



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Meeting Individual Needs cont.

- The school SENDCo is a full time member of staff. SEND children each have a Personalised Learning Plan (PLP) which is tailored to their specific needs and highlights SMART targets to work towards. This is reviewed regularly in conjunction with the children and their parents. Some SEND children are also assessed and tracked using the Brackensfield Assessment tool, which can be used to assess each success in their learning and identify clear next steps.
- Where needed, specialist services are employed to support children in school. This includes Bridge the Gap providing support for children with SEMH needs, STEPS and local specialist schools to support in providing access to resources for SEND children.
- All disadvantaged children are identified to class teachers so that they can track their progress and target support. Disadvantaged children across the whole school are also identified to subject leaders so that their progress and attainment can be monitored. All information about these children is carefully tracked by the Headteacher and Deputy Head.
- Enrichment activities such as school clubs, trips, external visitors and residentials are all planned to provide experiential learning to all pupils. Where there is a monetary cost, these can be subsidised or offered for free to ensure that no child is excluded from any activity.

Providing Enrichment for All

- Children from all year groups receive a variety of enrichment opportunities throughout their time at Griffe Field. These are planned to ensure that they will receive a broad and diverse a learning experience.
- We plan to provide a rich cultural capital for our children at Griffe Field Primary School. The whole school curriculum is designed to ensure that all year groups visit or have visitors from a place of worship, to learn about famous influential people and to visit a variety of museums and theatres.
- From Year Two upwards, every child learns a musical instrument in school. Pupils in Year Two learn to play the handbells, Year Three a Glockenspiel, Year Four a Ukelele, Year Five a Recorder and Year Six learn to play a P-Bone (a plastic trombone). Furthermore, we work closely with the Music Partnership to deliver singing projects to different year groups.
- Griffe Field employs its own in house sports coach who delivers PE sessions for all year groups, ensuring high quality PE teaching. She also runs sports clubs both before and after school and helps to lead the subject in school, providing CPD for staff.
- Before, During and After School clubs provided by school staff and external third party providers and are ran throughout the year. These include activities based around sports, music, STEM and creative arts. Places are offered to all pupils and disadvantaged children are offered spaces free of charge or subsidised to ensure equality of opportunity. This offer is also extended to our school's Breakfast Club too.
- Enrichment activities such as school clubs, trips, external visitors and residentials are all planned to provide experiential learning to all pupils. Where there is a monetary cost, these can be subsidised or offered for free to ensure that no child is excluded from any activity.

Effective Use of Staff

- All classes are led by a qualified teacher, supported by a strong team of teaching assistants.
- Support staff are planned for in lesson plans, ensuring they are deployed to provide the highest impact.
- Teaching assistants are involved in all school CPD to ensure they are trained to the same levels as the teachers.
- Teaching assistants are deployed throughout the school based on the needs of each year group cohort.
- When needed, additional support staff are employed (including supply or on a temporary basis) to address arising needs in the school, such as SEND and behavioural issues.



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Clear Leadership

- Senior Leadership team comprises of staff from across different phases in the school ensuring that a clear view of the school, its strengths and areas for development.
- The Headteacher and Deputy Headteacher track all children, including those that are disadvantaged, using O Track and other internal school data to check for progress and identify new trends in data. The Deputy Head holds termly pupil progress meetings to ensure that the needs within classes are being met and to set targets for specific pupils.
- Subject leadership and wider school responsibilities are delegated out to maximise individual staff strengths and promote best outcomes across the school.
- Subject Leader Action Planning and SLT developing and reviewing the SIP inform new developments in school and a clear, targeted programme for CPD for staff.
- Quality of Teaching and Learning is rigorously monitored by Subject Leaders, members of the Senior Leadership Team and the Headteacher to ensure that all teaching in our school is good or better. This includes activities such as learning walks, drop ins, peer observation and coaching and work scrutiny is used to ensure consistency across the school.
- SSIOs from DDAT and our Governing Body also take part in monitoring activities to support the school in its work towards providing high quality education for all.
- Performance Management for teachers and teaching assistants led by SLT to ensure that staff set themselves personal targets to learn and develop new skills, find personal successes, achieve aims and manage personal challenges.
- DDAT provide high quality CPD to promote leadership skills, including the NPQML, NPQSL, NPQEY and other NPQs relating to specialised areas of teaching and learning.