

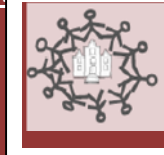


What are the most effective ways to support disadvantaged pupils' achievement?

Intake Primary Academy's approach to the seven building blocks identified by NFER research, which leads to success in raising attainment for disadvantaged pupils:

1. Whole-school ethos of attainment for all:

Our ethos is that all children can achieve – inspiring beyond measure. We want all children to achieve their potential through exciting and engaging learning.



2. Addressing behaviour and attendance:

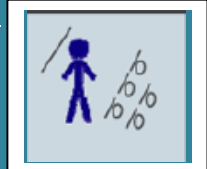
The school employs an attendance officer (Mrs Grant) who monitors and tracks school attendance on a daily basis. The school employs a parent support worker to work alongside pupil's families and support them with school life.



3. High quality teaching for all:

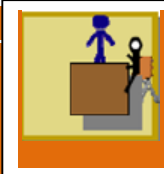
Teaching at our school is regularly monitored with teachers working together to learn and improve.

Regular meetings identify things that are working well with the children and help us plan exciting lessons and make the learning suitable for all children.



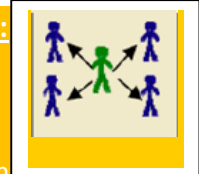
4. Meeting individual learning needs:

Pupils' needs are identified by the class teacher so individuals and groups learning needs are met. Children are given login details for some websites to support them in their learning such as Abacus, TimesTable Rockstars and SPAG.com – these are able to be accessed at home at a suitable level for your child.



5. Deploying staff effectively:

All staff are constantly learning from each other or education Courses. IRIS connect allows Teachers and TAs to watch each other and discuss strengths and improvements. TAs are used effectively to support all children, of all abilities, to make progress through intervention groups. These groups are not fixed and are dependent on the children's needs.



6. Data driven and responding to evidence:

School leaders meet regularly with class teachers to discuss all the children in their class and the progress being made. Individuals or groups that are not making expected progress, are discussed and support is put in place. These plans are then reviewed to see if they have worked for the individual or group.



7. Clear, responsive leadership:

Teachers are responsible for and lead specific areas of the curriculum. A few of the teachers are developing their skills as leaders on courses. Teachers work closely alongside other Astrea schools to ensure they are providing effective teaching and learning, and checking of school standards is strong and consistent. The appraisal process and regular pupil meetings ensure teachers are providing the very best education.

