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

**Edenthorpe Hall 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:

As part of the Astrea Academy Trust with a

shared mission of ‘Inspiring beyond measure’

our belief is that education is rich and

empowering beyond formal examination

success. Where success is defined in term of the individual learner.



3. High quality teaching for all:

Our school ensures that all

pupils experience high quality

teaching both within the class and

for interventions and catch up

programmes. Outcomes are closely monitored by Senior Leaders with a specific focus on ensuring those who are disadvantaged are a high priority. Teachers regularly plan specific learning interventions for disadvantaged children to ensure their needs are being met.





2. Addressing behaviour and

attendance:

We have a robust attendance

tracking system which is monitored

weekly by leaders and teachers.

This system quickly identifies pupils who are at risk of under achievement through non-attendance at school. Support is given to families that need it.

4. Meeting individual learning

needs:

We have adopted the mastery

approach to ensure that pupils are

working towards end of year

expectations. During daily lessons teachers identify any misconceptions in learning and plan for ‘same day interventions as a ‘keep up’ approach. Class teachers ensure work is adapted to suit individual needs and support is given from the SENCO when pupils needs to access Intervention programmes. Teachers are quick to identify children with SEN.



5. Deploying staff effectively:

School leaders plan strategically to

create an ethos of collective

responsibility. Performance

management is rigorous and

staff are held accountable. There

are clear links between whole school development priorities and increasing Continuing Professional Development.





7. Clear, responsive leadership:

Leaders have set high aspirations

for all children across the school

with a specific focus for those

identified as disadvantaged.

They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. Leaders, through an ethos of collective responsibility, share their ideas and invest whole-heartedly in Continuing Professional Development. School development priorities are linked to performance management objectives and together will ensure that outcomes improve.

6. Data driven and responding

to evidence:

Leaders and teachers have a strong

understanding of the school’s

assessment tracking system

(OTRACK) and are able to use this

information to analyse and positively discriminate for disadvantaged learners. With a relentless focus on progress, performance targets are set and reviewed regularly, with specific measurable strategies being implemented to ensure that pupils succeed.



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