



PUPIL PREMIUM - CLOSING THE GAPS

10 foci for whole school impact:

1. High expectations and the whole experience

A school culture that expects all students to achieve and give their best in all activities underpins educational equality for all students. This must come from all. Regular, public celebration of a variety of success with the school community reinforces the expectations and values. Students from all backgrounds should be encouraged to participate in activities beyond the classroom. Active promotion of these to harder to reach students is encouraged. A wide range of activities and public recognition for all skills within and beyond the classroom should be part of a whole school ethos.

2. Data tracking that identifies the gaps

Data needs to be used rigorously and openly to ensure progress is realistically monitored. Data should include subject grades, behaviour for learning and attendance.

3. Profile of FSMever and other key groups

All staff must know who these students are and be aware of the individual needs.

4. Social, spiritual and emotional needs

These are explicitly developed and taught through PSHEe and RE lessons but also underpin the care and development in every classroom. A Christian ethos demonstrates the value and worth of every child and whilst not easy to measure has a definite emotional impact on all students (irrespective of denomination).

5. Tutoring and pastoral care

The tutor should be at the heart of monitoring and support the child. Relationships and communication home should be regular and with a consistent person. Heads of Year and tutors should support and understand the home circumstance but not allow this to make excuses for attainment. Tutor engagement and familiarity with data and using this to support one-to-one conversations with the child is essential.

6. Teaching and learning

At the heart of closing the gaps is high quality teaching and learning across the school and is all subjects. Focus by all, led the leadership team, on what outstanding teaching and learning looks like is key.

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7. Literacy

The development of good literacy skills should pervade all subjects. Not just what by how students write should be considered in each subject. Additional support for those with low skills should be implemented to ensure that those students are not 'left behind'. High quality talk and encouraging reading are particular foci as these two areas are identified most often as being the stumbling blocks in literacy due to social disadvantage.

8. Assessment and feedback

As found by the Sutton Report this is an influential area for all pupils to increase attainment, but particularly in narrowing the gaps which might be created by variation of educational expectations in the home. High quality, personalised, regular feedback is key.

9. Attendance

There is an obvious link between attendance and attainment. Attendance levels for disadvantaged pupils should be checked and acted upon. High expectations (95 rather than 90%) set the bar for all students. Active work with parents and carers of poor attendees is essential. Regular use of communication systems (personal or electronic) should be present.

10. Targeted support

Where underachievement is identified the judicious and focused use of small group/individual support that is time limited to get students back on track. This might be with teaching assistants who understand their role in increasing progress or with teachers providing one-to-one catch up in literacy or numeracy. Use of skilled specialist staff to create smaller groupings in Mathematics and English allow more personalised work in these two key curricula. Resources support these sessions and communication with parents/carers ensures that they are engaged in the process.