

## LMS Pupil deprivation grant priorities 2018-19

Good practice for closing the gap	School strategies
<p><b><u>Quality first teaching</u></b></p> <p>Make lessons engaging child centred collaborative learning experiences.</p> <p><b><u>Immersion</u></b></p> <p>Front load activities with experiences, and visual images so that learners develop a richness of language and experiences. Pre-teaching has a significant impact on learners, and is more effective than intervention.</p>	<ul style="list-style-type: none"> <li>• Embed a consistent whole school approach to closing the gap</li> <li>• Staff sharing of good practice through T&amp;L twilight sessions</li> <li>• Teachers account for the provision for eFSM pupils in day-to-day teaching.</li> <li>• Maintain a forensic approach to the tracking of eFSM data by inclusion in all relevant meetings</li> <li>• Grow expertise in effective strategies by: maintaining regular eFSM focus in staff meetings to share information and effective strategies; using pupil support plans; using seating plan strategies</li> </ul>
<p><b><u>Mind set</u></b></p> <p>Teach children about the power of effort and mastery, and ensure teachers use language rich in growth mindset.</p>	<ul style="list-style-type: none"> <li>• Embed Growth mindset approaches</li> </ul>
<p><b><u>Peer to peer</u></b></p> <p>This develops self-efficacious learners and higher levels of collaboration and better retention of learning.</p>	<ul style="list-style-type: none"> <li>• Peer tutoring through literacy and numeracy support</li> <li>• Peer tutoring through LAC PDG</li> <li>• Peer tutoring through Aspire programme</li> <li>• Promote collaborative learning and effective peer assessment approaches</li> </ul>
<p><b><u>Self regulation</u></b></p> <p>Using behaviour strategies that encourage children to be self-reflective and have choices.</p>	<ul style="list-style-type: none"> <li>• Pivotal inset whole staff training</li> <li>• ACEs training for whole staff</li> <li>• Build relationships through restorative practice and developing the use of 'language of choice'</li> </ul>

<p><b><u>Use of LSAs</u></b> Use LSAs to add value to what teachers do, and to help pupils develop independent learning skills and manage their own learning, rather than complete tasks.</p>	<ul style="list-style-type: none"> <li>• PDG LSA to be allocated to relevant pupils at relevant times by Progress leader i/c of eFSM</li> <li>• Progress LSAs – communicate with parents and support pupils</li> <li>• Undertake questionnaires to ascertain support needs</li> <li>• Y11 access to 6<sup>th</sup> form work rooms after school</li> <li>• Homework club daily and transport provided</li> <li>• Nurture breakfast club</li> <li>• Provision of spare uniform and equipment</li> </ul>
<p><b><u>Basic literacy skills</u></b> These children need the chance to develop, and embed basic literacy skills.</p> <p><b><u>Speech and language</u></b> Focus on the development of language at all levels</p>	<ul style="list-style-type: none"> <li>• Develop opportunities for oracy to increase confidence and promote use of proper English</li> <li>• ED works with FSM pupils who achieve &lt;90 in the NLT. Pupils access intervention during Welsh and French</li> <li>• Focus on 5 year spelling strategy across all year groups</li> </ul>
<p><b><u>Highly effective feedback</u></b> This is not just teacher to children but performer centred with the learner self-assessing their performance.</p>	<ul style="list-style-type: none"> <li>• T&amp;L working group to review and refine 'effective feedback' strategies and cascade whole school</li> <li>• Use praise and have a clear and measureable task - eg. Rewrite conclusion or amend your definition of speed.</li> </ul>
<p><b><u>Coaching approaches</u></b> Ask and involve children in the learning so that they have greater awareness and responsibility, and greater engagement in the process.</p>	<ul style="list-style-type: none"> <li>• Mentor allocation for appropriate efsm pupils</li> <li>• Aspire programme for MAT efsm</li> </ul>
<p><b><u>Metacognition</u></b> Understanding how to learn and why we learn has significant impact on producing independent learners.</p>	<ul style="list-style-type: none"> <li>• Develop ownership and independence eg pupils suggest revision topics, create own revision sheet from resources, lead revision topic</li> <li>• Use of effective plenaries - toolkit of good practice also developed</li> </ul>

**Individualised and targeted monitoring and support**

- Support all efsm learners and learners who were efsm in the previous 2 years
- Efsm learners highlighted/reviewed in staff meetings and training
- SLT lead to keep efsm attainment a high priority
- Ensure that we stretch and challenge the most able efsm learners
- Progress leader with a lead area of efsm to lead and develop provision across key stages
- Improve attendance to close the gap with non FSM; continue to reduce persistent absence levels
- Departmental support strategies developed to avoid/reduce barriers to learning
- Internal revision programmes and pre exam support – lunchtime, after school, holiday sessions
- Support the development of self-esteem and aspiration through appropriate praise, provision and positive interaction