



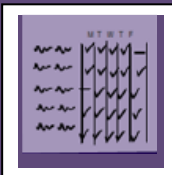
## What are the most effective ways to support disadvantaged pupils' achievement?

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

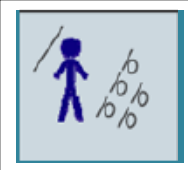
**1. Whole-school ethos of attainment for all:**  
We aspire to raise the rates of academic progress for all pupils to be above the national averages through the effective removal of barriers to learning for vulnerable and disadvantaged groups.



**2. Addressing behaviour and attendance:**  
We aspire to have attendance rates that are above the national rates. To help this, we track attendance carefully and if needed, provide additional support to families through an Education Welfare Officer. Strategies to support the Social and Emotional Needs of pupils are also implemented as required.



**3. High quality teaching for all:**  
We inspire to ensure that all pupils have access to the best teaching and learning. This is completed through providing pupils with high quality resources such as reading materials. Pupils are also able to access additional programmes of support and small group learning to enable them to progress academically. Staff are challenged and supported to be at least 'good' with support towards 'outstanding' practice.



**4. Meeting individual learning needs:**  
All staff work in collaboration to ensure that the individual needs of pupils are identified early and to ensure that provisions are strategies are in place to remove barriers to learning. This includes the use of group work and a range of programmes such as Language Legends and Wellcomm.



**5. Deploying staff effectively:**  
In response to data analysis and the early identification of needs, the school deploy staff and resources to ensure that effective provisions are in place to support the academic, social and emotional needs of pupils. The quality of the support provided by staff is regularly monitored with development opportunities and training provided in response.



**6. Data driven and responding to evidence:**  
The school completes half-termly data analysis of the attainment of all pupils, including those that attract additional pupil premium funding. Through regular meetings with class teachers, strategies are planned for individual pupils in response to emerging data.



**7. Clear, responsive leadership:**  
The school is committed to developing leadership across the school with specialists identified in numeracy and literacy. The leadership of the Pupil Premium and SEND is also externally reviewed to ensure that the systems and processes in place are the best they can be.

