



academies for character and excellence

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# Accumulating Advantage For All



Community Collaboration Equity Uncompromising Excellence Integrity

# Supporting Disadvantaged Pupils

In a changing world we recognise the need to ensure that our Curriculum reflects how pupils are supported and encouraged to flourish in all aspects of their lives. Current research shows that the South West is one of the most challenging areas to grow up poor. We strongly believe that as a Trust through our Curriculum we are able to narrow the disadvantaged gap, supporting all pupils.

## How is disadvantage defined?

Our Trust Research Group, concludes that disadvantage is defined by the Pupil Premium funding framework. However, as a Trust we believe that some pupils within our schools, might require further support falling within the 'working poor' or those pupils that have recently suffered an adverse childhood experience.

Introduced in 2011, the pupil premium is a sum of money given to schools each year by the Government to improve the attainment of children from low income families. This is based on research showing that children from low income families perform less well at school than their peers. Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality.

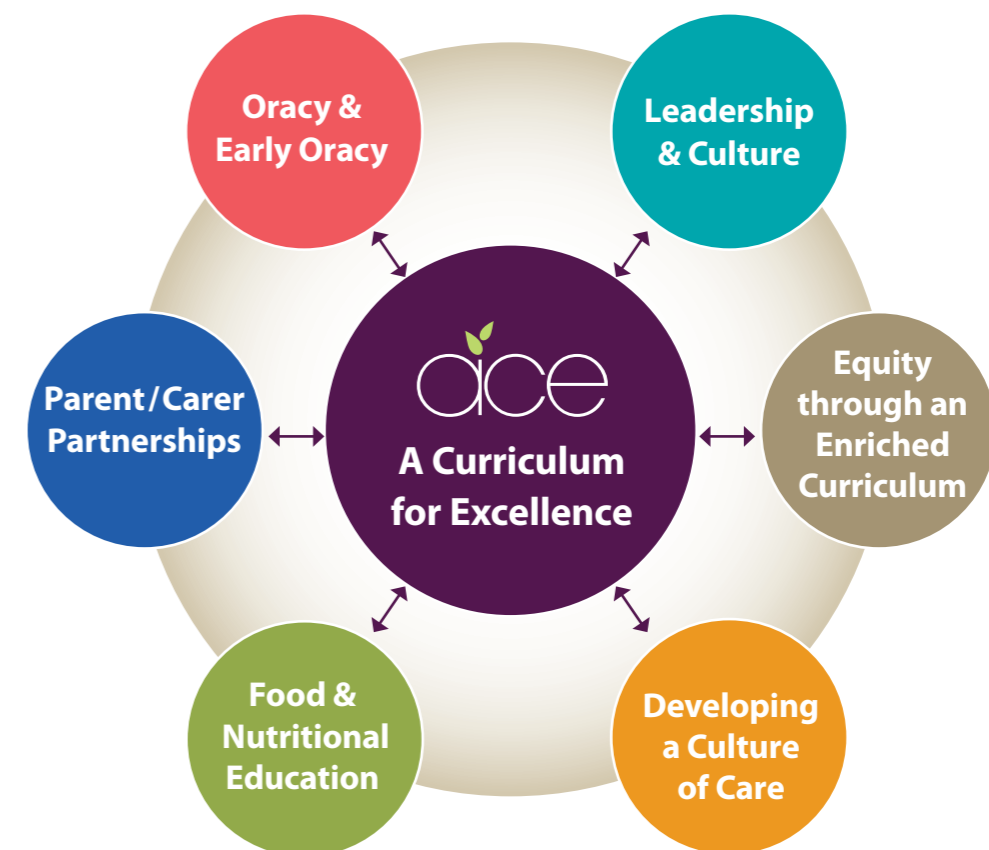
The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates. Schools are given a pupil premium for:

- Children who have qualified for free school meals at any point in the past six years.
- Children who are or have been looked after under local authority care for more than one day.
- Children from service families who receive a child pension from the Ministry of Defence.

## Our Aim

The chart below shows our expected aims to support pupils across the Trust in advantaging the disadvantaged so they are equipped to achieve high quality outcomes, while maintaining a healthy and balanced life. Our Curriculum has been carefully designed to support all pupils in reaching their full potential.

This document sets out the core areas that we believe support our pupils emotionally, culturally, socially and academically.



We work together in collaborative partnerships to achieve excellence through cultivating character, sharing talents and pursuing innovation

# ace A Curriculum for Excellence



Our Curriculum is focused around three core areas: Academic Excellence, Learning to Learn (Metacognition) and Character Education. These areas play a key role in supporting all disadvantaged pupils to succeed in all aspects of their lives.

**Why?** The curriculum plays a central and critical role in accumulating advantage for all pupils, including those that are presently or previously experiencing disadvantage. Our Curriculum is carefully designed to ensure inclusivity for all pupils so that they are striving to be the best version of themselves. We recognise the importance of a broad and balanced curriculum to support all learners in their pursuit of reaching their full potential.

Planning is central to curriculum success, planning that reflects the school's intent and that consistently builds on previous knowledge with a clear, defined progression. Through our curriculum, all learning is personalised for each individual to maximise impact. To ensure that pupils are able to take on new learning and make connections we support them to build their characters for future success.

**Our Intent** At the heart of our curriculum lie three core values: pursuit of academic excellence; the explicit teaching of learning to learn, which includes the development of metacognition; and crucially, character education.

**Academic excellence** is fundamental within our curriculum in order for pupils to acquire a deep body of knowledge and to ensure that they experience success. Through achieving success, pupils will develop their character to succeed in all aspects of life. Pupils will take on the 'mantle of the expert' within an enquiry based learning experience that develops subject knowledge and skills. Opportunities are planned for practice, so that children achieve automaticity and build long-term memory.

**Character education** is an essential element of

our curriculum model. We want to ensure that all pupils grasp the possibilities and opportunities of life beyond the classroom, to enable them to thrive at each and every challenge that they may face. ACE character is built through five character gateways, therefore fulfilling our mission to build excellence in character education.

**Learning to learn (metacognition)** supports the reflective learning process enabling our children to become expert learners. Our vision is for our children to become independent, creative and collaborative learners, therefore developing the whole child.



## Our Six Outcomes

Our curriculum has been designed to equip pupils to respond to change and in doing so we believe that our pupils will leave our schools as confident and secure life-long learners. **Our vision for success is measured against six key outcomes:**

# Outcomes



**These high expectations support ALL pupils in achieving their best potential and therefore advantage the disadvantage.**



## Leadership

Act with **integrity, authenticity and determination**; and through this **inspire others.**



As leaders we understand the responsibility we hold, and the moral imperative of enhancing all children's life chances. Our civic duty and commitment to our communities drives us forwards, ensuring that all children in our schools make exceptional progress, particularly those that are disadvantaged. Our ambition is that all children will achieve our six outcomes before moving on to their next stage of education:

**What do we do** Our ACE schools secure success for disadvantaged learners by developing the pathways (below) as set out in the DfE document: Supporting the attainment of disadvantaged pupils. We do not have 'pupil premium champions' in our schools as we believe that every adult working with pupils should be 'championing' those that may require opportunities to achieve greater equity.

We know that the success of our approach lies in the hands of clear, focused leadership. Leaders have a moral duty to make a difference for all pupils, especially those that have not had the emotional and financial security of others. We understand that we are accountable to all our pupils and communities and realise the privilege we have been handed for transforming lives. Leadership is pivotal to creating the change we seek to create.

**Strong Leadership** Studies show that the most effective way of ensuring the sustained closing of gaps for disadvantaged pupils is to ensure continuous and strong leadership. Our leaders are the engine house of our schools, driving excellence for all, continually looking for further ways to level up opportunities for all learners.

**Our Curriculum** We understand how important it is to develop the leadership skills of others including our pupils. In all schools we build in regular opportunities for children to develop the character traits that produce effective leaders. This is particularly important for disadvantaged pupils who often miss out on opportunities to lead as a result of sometimes having limited experiences.

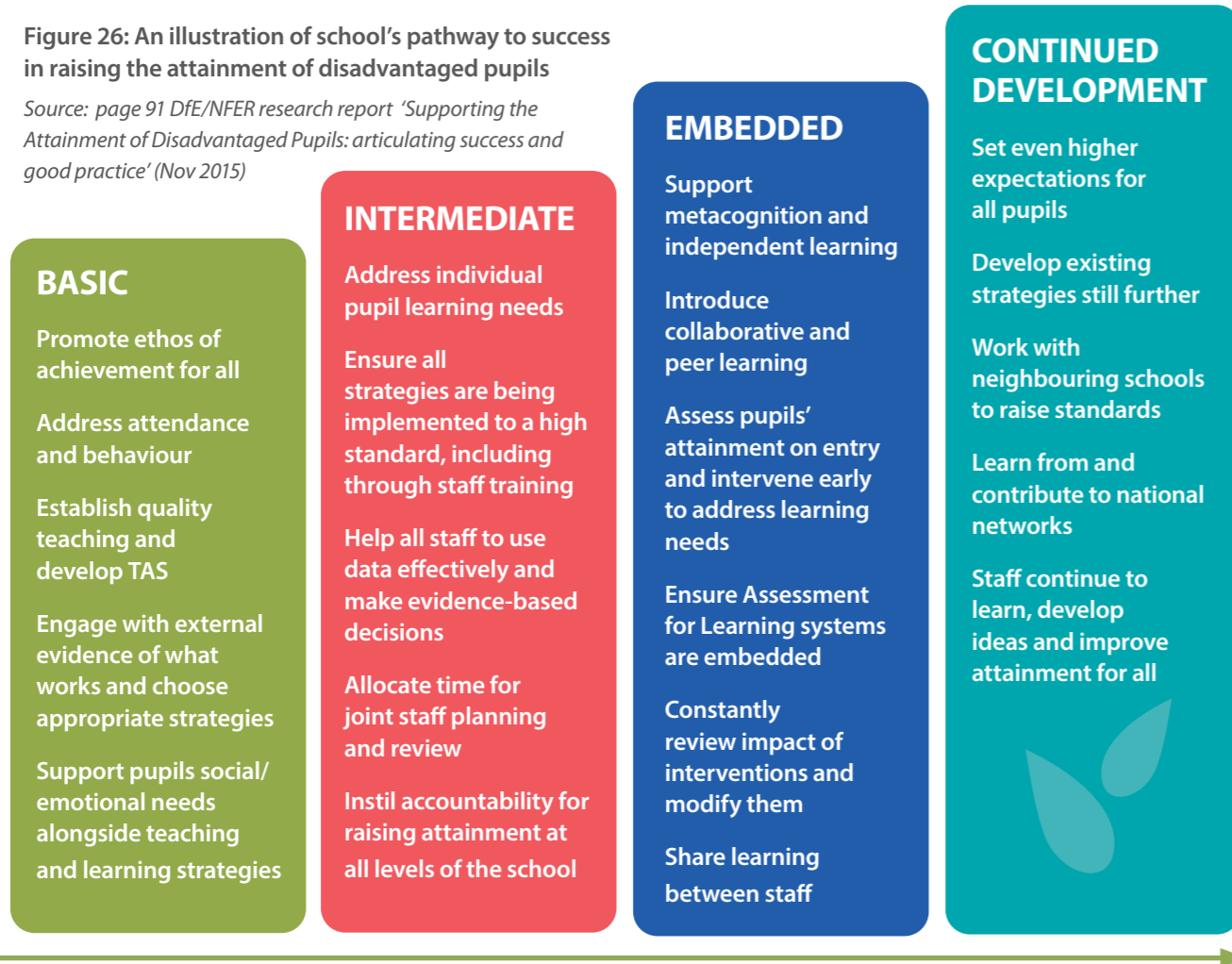
In this way, and through all our gateways, we will develop the character values that will ensure those that have less opportunity and more limited life experiences become confident individuals that can make a difference for themselves, their families and their communities.



Figure 26: An illustration of school's pathway to success in raising the attainment of disadvantaged pupils

Source: page 91 DfE/NFER research report 'Supporting the Attainment of Disadvantaged Pupils: articulating success and good practice' (Nov 2015)

Stage Development



Timescale (3-5 Years)

## Advantage the Disadvantaged

We understand that some pupils are not given or able to access a range of rich opportunities and experiences. EEF research shows that enriching education has intrinsic benefits and that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education. Many go beyond this and suggest that enrichment approaches can directly improve pupils' attainment.

## Our Aim

Our aim as a Trust is to ensure that all pupils accumulate advantage based on the high quality experience that we offer them through our Curriculum and enquiry based approach to learning. Our Curriculum is rich and ambitious and offers all pupils an equal opportunity to experience a range of outdoor lessons, take part in educational visits, theatre trips, hands-on days, expert visits and have the opportunity to explore a wide range of extra-curricular clubs.

We believe that all pupils should have the opportunity to aspire to be the best version of themselves, therefore we provide pupils with the experiences that develop their love of learning and support them to

acquire experiences as they move through their school lives, to make informed choices when deciding future decisions.

## Enrichment for all

**Our Curriculum** All pupils are provided with meaningful, rich and exciting classroom experiences that relate, inspire and enthuse all learners' imaginations. This allows the flexibility to respond to pupils' interests within areas of learning and to incorporate current events and local community projects that provide relevance and real life contexts.

When planning learning experiences, teachers identify points within the enquiry to ensure that all pupils are immersed in learning. Teachers will draw upon prior learning, use a 'hook' to develop pupils imaginations, call on experts (links within the community – University, College, Secondary schools) and plan for 'hands-on' experiences and visits.

**Extra-curricular activities** All pupils have the opportunity to join a range of clubs within each of our schools. We ensure that we prioritise disadvantaged and vulnerable pupils.



# Developing a Culture of Care

## High quality nurture and SEMH support for disadvantaged pupils

**What do we know** We know that for some of our disadvantaged children being in a state of readiness for learning can be a daily challenge. There are many children in our classrooms struggling with a range of social and emotional problems. Some of our pupils will have experienced severe difficulties, such as trauma, poverty, separation from family members, loss of a parent or parents who are unable to work through ill health or other factors.

Separation can also come from parents working away, being posted overseas, or from having financial difficulties where keeping the family together has been impossible. These challenging times for pupils and their families may be long or short term, but we know that each child's circumstances need looking at individually so that we can best understand, and respond to, the child's needs. We will ensure that children who are disadvantaged in our schools will achieve the outcomes we seek for all learners by providing high quality pastoral and nurture care. In this way we will develop pupils to become the confident individuals and successful learners we know they can be.

**Our Curriculum** We believe that some children require more bespoke character development lessons where understanding themselves as learners (metacognition) is crucial. Our nurture provisions and pastoral support plans ensure that all pupils can continue to develop as caring citizens and healthy thinkers. Our aim is to ensure that children requiring nurture sessions have the required strategies to better access learning in class and to better cope with the challenging circumstances they, and their families find themselves in.



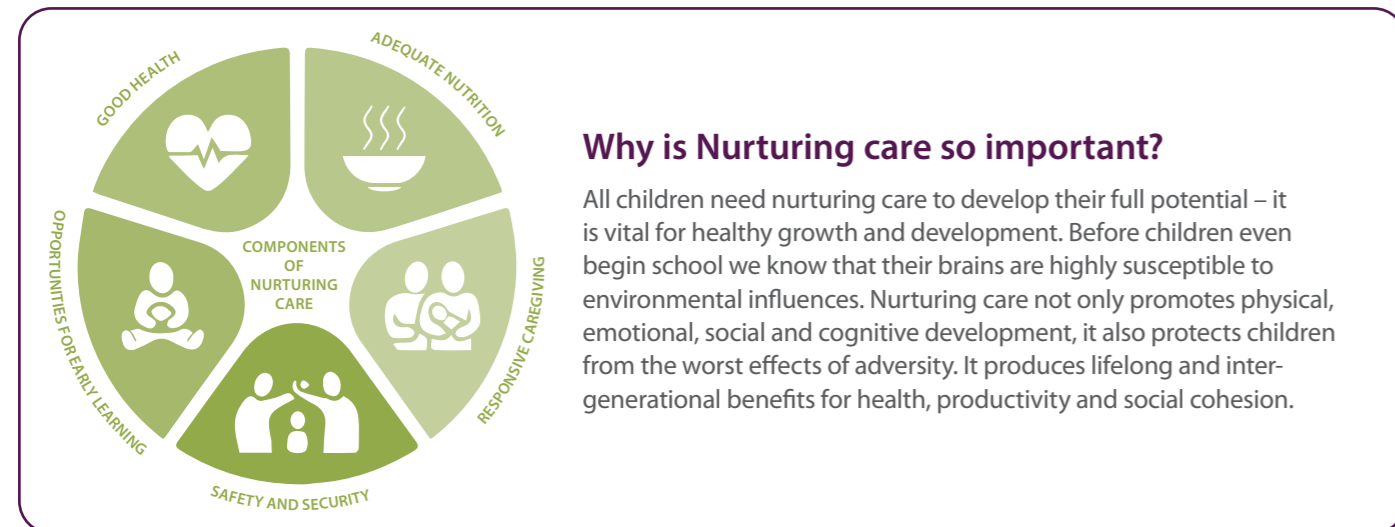
## What types of Provision will we provide?

Our curriculum takes a holistic view of learning. We believe that to enable our pupils to learn effectively, they need to feel safe in their environment and be both socially and emotionally ready to learn. We understand the importance of holistic development and where possible, offer nurturing and enriching experiences to enable the development of the whole child.

We recognise that some of our pupils are not always emotionally ready to learn and that they require an increased level of support for them to access the wider curriculum. For this reason, we offer a Nurture Group for targeted pupils to support their social and emotional development. All our schools have a dedicated nurture space, a therapeutic safe space where children can explore their feelings and develop strategies as they respond to their life challenges.

# What are our ACE principles around Nurture?

Our nurture spaces provide a modified curriculum in an environment based on the six principles of nurture which are as follows:



## Why is Nurturing care so important?

All children need nurturing care to develop their full potential – it is vital for healthy growth and development. Before children even begin school we know that their brains are highly susceptible to environmental influences. Nurturing care not only promotes physical, emotional, social and cognitive development, it also protects children from the worst effects of adversity. It produces lifelong and inter-generational benefits for health, productivity and social cohesion.

## We aim to:

- Encourage the development of **positive social relationships** with both peers and adults.
- Provide opportunities to **understand emotions** and develop pupil's self-worth, confidence, motivation, trust, self-esteem and adaptability.
- Provide a **safe, calm and nurturing environment**, alongside a programme of activities structured to the emotional, social and intellectual needs of each pupils, while keeping them in close contact with their base class.
- Support pupils to understand **their behaviour** and that behaviours generally have a consequence and to develop strategies to self-regulate emotions and anxieties.
- Support the development of a whole-school nurturing ethos focused on **inclusion** to reduce fixed term and permanent exclusion.



## What we know

It has been well documented that hungry children are less able to cope with the challenges of each day and more likely to struggle emotionally. Hunger and malnutrition affect a child's ability to concentrate, to take in and retain new information, and to make good progress in their learning. There remains a significant gap between FSM pupils and non-FSM pupils. It is not just achievement that is affected, in general pupils eligible for free school meals also have lower rates of progress (DfE 2014)

The strategies we adopt around food and nutrition scaffold the other elements implemented ensuring effective targeted support, strong leadership, curriculum, enrichment, culture and care is a holistic approach to tackling disadvantage across the Trust. Food and nutrition threads through most elements to enhance and support this levelling up.

Our concept of well-being is ensuring that our children, and staff, flourish. We mean this in the holistic sense. We want our children to have a full and rich experience in school, to develop character as well as success in academic results. Evidence has shown that children who eat nutritious meals every day and lead active lifestyles tend to excel. At ACE we recognise that our schools are on the frontline of efforts to improve childhood nutrition and our collective health. Improving the meals that our pupils eat in schools is an important step to achieve that goal.



## What we are doing

### Breakfast

Reducing stigma through recognising the importance of a healthy start to the day providing the opportunity through the magic breakfast and family action programme for all pupils to access a healthy breakfast – fuel for learning

*"Free school breakfast improves children's attendance, learning and behaviour in the classroom. It creates an inclusive environment that boosts wellbeing. Ultimately, it boosts children's lifelong economic contribution. In short, it's about so much more than breakfast"*

*Magic Breakfast*

### School Lunches

Making healthier and sustainable lunches available. Through improving school meals, we are not only providing important nutritional assistance, but are also helping pupils to be better equipped to feed their minds. We actively encourage pupils who are eligible for FSM to take up a school meal.

### Policy & Guidance

Ensuring our healthy eating policy, packed lunch and snacking guidance is communicated and that families support the policy.

### Knowledge & Skills

Educating our pupils about food and nutrition, developing important life skills through food education within the ACE curriculum and cookery clubs.

### Food for Life

Developing a progression of cooking skills, providing opportunities for growing, school gardens, connection to the environment and teaching about where food comes from, opportunities for farm visits for pupils.

### Holiday Provision

Providing opportunities. Ensuring any club or activity has a healthy eating element providing access to healthy food.

### Awareness

Signposting families to healthy start vouchers, providing food support, provision of food hampers, building relationships with local suppliers and organisations – Fare share – local food champions.



## High quality oracy development for disadvantaged pupils

Research shows the positive impact a focus on oral language can have on improving outcomes for disadvantaged pupils. These educational experiences are key to growing pupils who are successful communicators, a successful ingredient to success not just at school but in life.

### What is Oracy?

Oracy is the ability to effectively and fluently communicate through spoken language. It is about having the vocabulary to say what you want to say and the ability to structure your thoughts so they make sense to others. Families and schools play a key role in the development of fundamental oracy skills. Purposeful classroom talk and explicit teaching of speaking and listening skills can enhance the entire curriculum for some of our most disadvantaged pupils.

### Why Oracy?

- **Improvement of academic outcomes**  
Engaging in high quality oracy practices during lessons deepens understanding and is linked with improved outcomes in tests as well as greater knowledge retention, vocabulary acquisition and reasoning skills.
- **Development of social communication skills**  
The ability to clearly communicate thoughts, feelings and ideas with peers, supports effective social communication and in turn impacts pupil wellbeing and confidence.
- **Spoken language underpins literacy learning**
- **Improved prospects for future employment and further education**

### What are we doing?

In our schools we recognise the importance of supporting the development of Oracy skills as an integral part of our curriculum. Oracy is embedded throughout our broad and balanced curriculum and is taught through our learning experiences.

Lessons are talk-rich, and questions are carefully planned to ensure all children can fully participate. Pupils participate in a wide range of oracy activities which help them to develop confidence in spoken language.

### Some examples are:

- Partner talk
- Group discussion
- Collaborative work and problem solving
- Debate
- Role play
- Drama
- Presentations
- Green screen

There are also a variety of opportunities for pupils to develop their oracy skills in the wider curriculum. This is achieved through pupil leadership roles, assemblies and school workshops, year group productions, visiting speakers and participation in local events

### Our Aims

Plan a range of opportunities for pupils to practice language skills both formally and informally through our learning experiences.

Plan and teach key vocabulary throughout the curriculum never assuming all children have a shared level of understanding.

Create opportunities for children to present to others explicitly teaching 'speaker skills' e.g. standing up, volume, eye contact, pace.

Challenge the gap in early oracy, identifying and prioritising support for those who need it most through a variety of interventions.

Ensure all children are exposed to a rich vocabulary through our learning experiences.



## What we know

As a Trust our parental / carer partnership are a key strategy in ensuring better outcomes for all children. Our ultimate goal is to ensure we engage, communicate and promote the welfare of our families.

## What works and what's the impact?

- Increased parental / carer partnership engagement improves relationships between parents, carers, teachers and schools; along with increased parental involvement in schools
- Parenting skills along with parenting interventions have more effective outcomes when addressing both together rather than in isolation

- Improved home learning outcomes for children and increased parental / carer confidence further improving academic outcomes
- Parenting characteristics can be associated with the academic outcomes for children. Parental / carer relationships, interactions and disciplinary practices all play a huge role, if parental practices are supported well despite the socioeconomics there will be better outcomes for children

Aston, H. and Grayson, H. (2013). *Teacher Guide: Rapid Review of Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children*. Slough and Oxford: NFER and Oxford University Press.

## What we are doing

### Pastoral Support Team

The pastoral support team are a highly skilled team who are able to communicate closely with parents / carers, children and professional in supporting families and children with trauma, loss, poverty, ill-health.

### Nurture Breakfast Clubs

Social, Emotional, Mental, Health can be a huge barrier for children accessing learning. Attending specialist breakfast groups gives that additional safe place for children to feel supported and able to discuss any worries they need to talk through before learning begins. A great opportunity to remove barriers to learning

### Policies and process

Ensuring our key policies and process are shared with parents and are regularly updated to reflect the current climate

### Early Help

Building on families' strengths Early Help is an initial response to help families resolve their own difficulties. The approach works with the whole family to improve outcomes for everyone.

### Training and Intervention

Education and Learning are key elements in supporting parents / carers for better academic outcomes for children and further supports home learning .

### Coffee Mornings

Keeping in touch with parents and signposting families to universal support available to help them to help themselves. Coffee morning, Stay and play and Community café are just some of the provisions available across the Trust in supporting communication with parents / carers.

### Trauma informed Schools

Staff trained to understand, support and prevent behaviours that challenge further preventing barriers to learning.

### Attendance monitoring

Non-attendance has a variety of effects on pupil, both academically and socially and can lead to emotional and behavioural difficulties. Early identification is key for better outcomes.

### Collaborative working

Collaborative professional working is paramount in gaining insight and capturing the full picture, enabling collaborative planning and enhancing holistic and integrated approaches for all children.





Accumulating Advantage For All



## Part A: Pupil premium strategy plan

# xxxx school Pupil premium strategy statement 2021–2024

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

### School overview

Detail	Data
School name	
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

- See our Trust wide *plan ‘Accumulating Advantage for all’*

In a changing world we recognise the need to ensure that our Curriculum reflects how pupils are supported and encouraged to flourish in all aspects of their lives. Current research shows that the South West is one of the most challenging areas to grow up poor. We strongly believe that as a Trust, and through our Curriculum, we are able to narrow the disadvantaged gap, supporting all pupils.

### Our aims for our disadvantaged pupils

- Our aim as a Trust is to ensure that all pupils accumulate advantage based on the high quality experience that we offer them through our Curriculum and enquiry based approach to learning.
- Our Curriculum is rich and ambitious and offers all pupils an equal opportunity to experience a range of outdoor lessons, take part in educational visits, theatre trips, hands-on days, expert visits and have the opportunity to explore a wide range of extra-curricular clubs.
- We believe that all pupils should have the opportunity to aspire to be the best version of themselves, therefore we provide pupils with the experiences that develop their love of learning and support them to acquire experiences as they move through their school lives, to make informed choices when deciding future decisions.

### Statement of Intent

At the heart of our curriculum lie three core values: pursuit of academic excellence; the explicit teaching of learning to learn, which includes the development of metacognition; and crucially, character education. We believe that through our curriculum and core principles we can ensure that our very high expectations result in improved outcomes for disadvantaged pupils. This ensures all children will achieve and flourish whilst acquiring life long skills that enable learners to overcome any barriers to learning and future successes.

### Objectives for our disadvantaged Pupils

- We will ensure that the progress of our disadvantaged children will equal or exceed those who are not disadvantaged by implementing our strategy plan. The ACE curriculum plays a central and critical role in accumulating advantage for all pupils, including those that are presently or previously experiencing disadvantage.
- All disadvantaged pupils will be equipped, academically, socially, culturally and emotionally to continue to make progress at their Secondary schools and beyond. Our aim is to ensure that all children leaving our schools are successful learners, curious explorers and healthy thinkers.



## Our current pupil premium plan focuses on the following goals

(see 'Accumulating advantage for all' booklet for more detail)

Strong Leadership that drives:

- Equity through an enriched curriculum (including high quality, well researched and impactful interventions)
- A culture of high quality care
- Food and Nutritional Education
- Effective parent/carers partnerships
- Development of Early Oracy and ongoing oracy skills

## Our strategy plan is based on the following key principles-

- The plan is a key tool for improving outcomes for our disadvantaged pupils.
- It is aligned with and integral to other school plans and processes. It forms part of the school's wider planning and staff are familiar with it.
- Working to improve provision for our disadvantaged pupils should also improve provision for the wider school community, including for pupils who are not eligible for the Pupil Premium but whose needs are similar.
- Continuing professional development of different types forms an important strand of this work.
- This three-year plan can be adjusted in the light of evidence, including our own evaluation of what has worked (or not) in previous years.
- Regular reviews and scrutiny of data are seen as essential in evaluating the extent to which the plan is on track to meet its three-year objectives.
- We aim to provide value for money in terms of using our pupil premium (and recovery) funding efficiently and effectively to benefit our disadvantaged pupils.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	
2	
3	
4	
5	
6	

## Intended outcomes - see 'Accumulating Advantage for all'

Intended outcome	Success criteria
The ACE curriculum is ensuring QFT is making a difference for our disadvantaged pupils and progress measures show the gap between disadvantaged and others is closing	
All disadvantaged pupils have improved oracy skills and are increasingly able to communicate effectively	
Enrichment opportunities are providing pupils with the skills and knowledge to become more successful learners	
High quality care through SEMH support is ensuring excellent wellbeing and readiness for learning	
Pupils and families have opportunities in school to participate in food education workshops and clubs	
Children are well fed and therefore ready for learning	
Parent/carers partnerships are strong and parents are increasingly able to support their children's well being and learning	

## Activity in this academic year Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Activity	Evidence that supports this approach	Challenge number(s) addressed

**Total budgeted cost:**

**Part B: Review of outcomes in the previous academic year**

**Pupil premium strategy outcomes**

Findings relating to our disadvantaged pupils were as follows:



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