**Context**

* Nook Lane Junior School has 252 pupils on roll. 9% are eligible for the Pupil Premium.

* Work is taking place across the Peak Edge Trust to secure an agreed definition for disadvantage and its impact on learning, beyond Pupil Premium / ever6. This is to ensure that a pupil / learning led approach is adopted, rather than a narrow, label led approach.
* This will also help school and Trust leaders better evaluate impact of strategies to address disadvantage on *pupils*, beyond those eligible for Pupil Premium.

**Review**

* The review involved meetings with the Headteacher and senior leaders, discussions with teachers, supports staff and pupils. There was also an informal discussion with parents, a documentation review and a series of short classroom visits.

**Key strategy reflections**

* It was agreed to adopt the DfE standard template for the academic year 2021-22 onwards, and set out plans over three years. This has been completed. The first section of the report focusses on this.
* There is a clear statement of **intent** that seeks to define disadvantage at Nook lane Junior School – particularly given the ongoing impact of Covid 19.
* The school has adopted the three Rs approach to recovery from Covid – more detail below, but this is framed around:
* Restoration into school life
* Relationships
* Responsiveness (teaching and intervention)
* This approach provides clarity for staff in school about their roles in addressing disadvantage and recovery – both academic and pastoral.
* The objectives in the intent statement are very clear. They focus on a) sustaining a high standard of teaching b) ensuring there is not deficit discourse around disadvantage c) celebrating and valuing difference d) supporting pupils to be better learners through:
* a focus on pupils’ learning behaviours
* a focus on developing pupils’ literacy.
* The **challenges** in the statement are listed as:
* Attendance (it is important to note that attendance issues are often a symptom of a range of factors – see research from the British Psychological Society below).
* SEND and disadvantage. Whilst these may be characteristic of pupils at risk of underachievement, it is important to unpick the *actual issues* that are most preventing disadvantaged pupils from attaining well.
* Pupils are not at risk of underachievement because they are SEND – rather, we need to consider carefully how additional needs are impacting on learning.
* Gaps in prior learning (high quality diagnostic and formative assessment will be essential for addressing these issues).
* Social and emotional / mental health difficulties for some pupils – support for this rightly extends to families.
* The **outcomes and success** criteria include a range of quantitive and qualitative measures. It is important to be mindful of a few instances where the listed activities are actually activities – for example, in the addressing gaps in prior learning section.
* The activity in the plan is well evidenced, clearly linked to the challenges and critically, is not overwhelming in respect of delivery. That is not to say the plans are not ambitus. These are ambitious plans and they need the space and time to be implemented well.
* It would be helpful for leaders to work with partners in the trust to help to dispassionately assess progress against the strategic plan.

**In person review**

* Nook Lane Junior School is a distinctive place where diversity and difference is treasured. From senior leaders to the classroom.
* There is a strong commitment to all of the community. There is a strong commitment to positive relationships with all families
* The review surmised that the schools’ approach to disadvantage – which centres on enriching pupils and families lives, can be broken down as follows:
* **Teaching and Learning:**

Collaborative learning

Addressing literacy issues

Developing oral language

Developing background knowledge

Improving self-regulation skills

Securing relationships

High quality diagnostic and formative assessment may need to be a higher profile in the schools’ strategy – see links below.

* **Academic Intervention:**

Support for pupils SEMH

Reading interventions (decoding and language comprehension)

Reading volunteers. It is important that volunteers have high quality training - as volunteers can lead to a widening of gaps. Communication between teachers and volunteers is vital (the multi-dimensional fluency scale may support this work – see attached).

Numbers count (an evidence based maths intervention)

* **Wider approaches:**

Family support

Basic need (e.g. food poverty)

Attendance support (see research from the British Psychological Society below)

Trips and enrichment

* There were extended conversations about supporting pupils with their SEMH (Learn Sheffield are in the process of securing some citywide support via Jean Gross, author of the EEF guidance on social and emotional learning).
* There is much to be positive about approaches to addressing disadvantage at Nook Lane Junior School.
* The approach is underpinned by a whole school responsibility for addressing disadvantage, a commitment to evidence the importance of routines, relationships and structures, no deficit discourse around disadvantage and **treasuring diversity**.

**Further research evidence that relates to the school’s approach**

Recovery (Durrington research school and British Phycological Society)

<https://researchschool.org.uk/durrington/news/addressing-the-catch-up-conundrum>

<https://www.bps.org.uk/news-and-policy/returning-school-after-lockdown>

Diagnostic Assessment (EEF)

<https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf>

Reading Assessment (Reading Rockets) <https://www.readingrockets.org/teaching/reading101-course/modules/assessment-introduction#fytH1>

Multi-dimensional fluency scale (attached)

Evidence based vocabulary instruction (Beck et al)

https://impact.chartered.college/article/beck-deepening-knowledge-through-vocabulary-learning/

Social and emotional learning guidance (EEF)

<https://impact.chartered.college/article/beck-deepening-knowledge-through-vocabulary-learning/>

British Psychological Society Attendance report

<https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Behaviour%20Change%20-%20School%20attendance%2C%20exclusion%20and%20persistent%20absence%20%282017%29.pdf>

**Marc Rowland, Autumn 2021**