

Main Barriers to Educational Achievement

- Literacy
- Student demographics
- Socioeconomic status
- Pastoral issues
- Access to extra-curricular activities
- Prior attainment
- Parental involvement and engagement

Overcoming barriers

Enrichment

This initiative brings together the evidence on a diverse range of approaches that seek to enrich our Pupil Premium students' school experience. These approaches may happen during or outside of normal school hours and aim to pursue academic goals through traditional and non-traditional means. At Moat Community College, we believe enriching education has intrinsic benefits. We believe that all students, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.

- Aspiration interventions
- Arts participation
- Outdoor adventure learning
- Sports participation

The overall impact of enrichment activities on academic achievement is positive. Of course, some of the activities have essential or other related benefits. For example, there is academic evidence that enrichment activities, such as arts participation leads to improvements in attendance. There is solid evidence that outdoor adventure learning has a positive impact on attainment and behaviour.

Language and literacy

Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. Consequently, Moat Community College has focused considerable energy in this area – particularly for younger and struggling readers through our ongoing Literacy priority and KS 2/3 transition process.

Evidence shows that students benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as a student makes progress; effective diagnosis identifies priorities and focus teaching ensures of its efficiency. Some of the most promising approaches that emerge from the evidence so far include:

- Oral language interventions which focus on spoken language and verbal interaction inside and outside the classroom benefit students. A focus on oral language skills have benefits for both reading and writing.

- Phonics approaches – as part of a balanced approach – have been found to be effective in supporting students to learn to read.
- Reading comprehension strategies focus on students’ understanding of the text. They teach a range of techniques that enable students to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves.

Moat Community College emphasises on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. However, due to the college’s demographic placement, it is likely that a number of students require additional support—in the form of high-quality, structured, targeted interventions—to make progress.

Staff deployment

Quality of teaching is the single most important driver of student attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants is the core and one of the continuing priorities at Moat Community College.

Moat Community College organisation

This initiative covers the college organisational structure such as timetabling, the amount of time spent at school, class size and composition and the built environment goals. For example, reducing class size has a positive effect on attainment enabling the teachers to focus more on individual students’ needs. The college has made significant efforts to engage with parents. Specific themed presentations led by the Senior Leadership Team aim to involve and inform parents in the college’s organisation. Most of these sessions are well attended, however there are still some groups of parents which are hard to reach. The accessibility of the online assessment platform Go4schools aim to generate challenging and supportive discussions about students’ progress by enabling parents to access all current and past assessment data and reports. In addition, considerable efforts are made by our Year Achievement Co-ordinators and Assistant Year Achievement Co- coordinators to ensure a high percentage of parental attendance during our annual parents’ evenings.

Strategies

Continue to increase focus, monitoring and accountability of students for whom the Pupil Premium provides support to ensure intervention in subjects is implemented effectively at the earliest opportunity to contribute towards Pupil Premium students maximising their potential.

Continue ‘Progress Review Meetings’ sharing outcomes and progress with Senior Leadership Team, Year Achievement Co-ordinators, Assistant Year Achievement Co- coordinators and Learning Support. The remit of these meetings is to: analyse the progress of all students in a cohort, with a particular focus on Pupil Premium students and identify those in need of whole-school intervention support and identify and co-ordinate

appropriate support for individual students, matching the full range of intervention strategies offered by the college to individual needs.

Ensure the Curriculum Design enables maximisation of Pupil Premium achievement and ensure that Pupil Premium students continue to follow a broad and balanced curriculum.

Continue to ensure that Pupil Premium students are provided with the opportunity to achieve the EBacc suite of subjects and are encouraged to do so.

Continue to ensure that all students and in particular Pupil Premium students leave with an appropriate quantity of grades as well as maximising the quality of these grades.

Individual subjects to continue to utilise targeted interventions, including specialist LSA in all subjects facilitating high quality support.

Continue to utilise LSAs to work one-to-one and with small groups of students.

Continue to ensure Pupil Premium students reach pre-agreed, challenging targets, within a specific time frame. For EBacc subjects, where additional teacher timetabled intervention lessons are deployed, ensure that Pupil Premium students receive high quality, expert support.

Continue to enable targeted bespoke support for Pupil Premium students in a range of areas and activities. Practical barriers to learning will be reduced as a result of this fund. Pupil Premium students will be provided with a fully inclusive educational experience.

Maintain the capacity of the Pastoral Support team to further strengthen Behaviour for Learning. The Year Achievement Co-ordinators and Assistant Year Achievement Co-ordinators will continue to be available to deal with isolated incidents of students not meeting our high expectations in terms of punctuality and behaviour. The Year Achievement Co-ordinators and Assistant Year Achievement Co-ordinators will also continue to be available as a resource for the Senior Leadership Team when dealing with incidents of poor behaviour to provide additional guidance for these students.

Free break time snack and lunch subsidy.

The catering system will continue to reduce any perceived stigma and will continue to increase take up. Pupil Premium students will be automatically opted into this service.

Next review of the college's Pupil Premium strategy: September 2019