



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

Netherwood 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:

Our vision is to become a centre of excellence where all students are supported and challenged to achieve their full potential and to develop as well-rounded individuals who have a love of learning and become confident and responsible members of 21st Century Britain.



2. Addressing behaviour and attendance:

All have the right to feel safe, secure and respected. The school aims to bring out the best in everyone: to discover the best in everyone, to expect the best from everyone, and to support everyone to achieve their personal best. Student compliance is imperative in creating and maintaining an effective and efficient learning environment. Co-operation and trust between parents, students and school is essential; coupled with a pastoral care system where early intervention is the key to success. We ensure strategies are in place to encourage good attendance and to support pupils with Social, Emotional and Mental Health needs.



3. High quality teaching for all:

We encourage inclusive quality Teaching for all pupils through setting high expectations, monitoring standards and the sharing of best practice (both within the school, across the Trust and externally). The training and development of staff is also key to improving the provision and practice at Netherwood Academy.



4. Meeting individual learning needs:

At Netherwood we believe that:
All students are entitled to be valued equally, be respected as individuals and be included regardless of abilities, needs and behaviours.
All students are entitled to a broad, balanced and enriching curriculum which is adapted as appropriate to meet the individual needs of students.
All of our students are able to make progress and learn.



5. Deploying staff effectively:

Staff are deployed to ensure that identified pupil needs are met. Through targeted and focused staff training and development, additional adults are skilled in researched interventions which are proven to raise attainment. The quality of provision provided by additional adults is monitored to ensure effective deployment decisions and to identify any future training requirements.



6. Data driven and responding to evidence:

Teachers, the school's leadership and the Trust review pupil outcomes on a regular basis using a central system. This informs decision making to target the needs of individual pupils and check the effectiveness of strategies and interventions used, to make sure spending is carefully targeted. Our approach to marking and feedback ensures that children receive regular support and strategies to improve their learning.



7. Clear, responsive leadership:

At Netherwood Academy, teachers are held to account for pupils' progress. This is reinforced through regular Pupil Progress Meetings and the staff appraisal system. Staff are encouraged to share their thinking and work collaboratively - within school, the Trust and externally. Regular reports to the Transition Management Board provide opportunities for support and challenge. Senior and Middle leaders within the school and provided with opportunities to access training and development.

