A bad system will beat a good person every time.
W. Edwards Deming
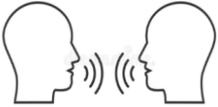

The way to build a complex system that works is to build it from very simple systems that work.

Where there is a WILL; there is a way.

Disadvantaged

Disadvantaged

Oracy

Pupils limited range of vocabulary on entry to the school is a significant barrier to learning and engagement. To address this Portland delivers Oracy CPD and uses the Oracy framework. The use of Kagan structures will further promote oracy opportunities in lessons. The use of speech and language support, NELI and performance poetry is also used as a targeted support to further support closing the gap in this year.

Revisit

At Portland, pupils basic skills require regular re-visiting to retain (interrupt the forgetting) the knowledge and skills. To ensure retention, memory and retrieval CPD is delivered. Pre and Post teaching opportunities allow disadvantaged pupils to close the gap and support the retention of basic skills. High quality texts are also used to supplement the curriculum, enhancing progression in learning.

Reading

Pupils across Portland do not access quality texts at home or in early life. Parental engagement champion will support the completing of homework and reading activities. High quality texts used in the classroom go home at the end of every half-term. Regular reading CPD is delivered to support the implementation of the reading rope. The use of reading programs such as Nessy and Reading plus is used as targeted support to further close the gap.

SEMH

An increasing number of disadvantaged pupils display and articulate an identified social and emotional or self-confidence issues. The use of wellbeing check-ins and wellbeing compass supports how we intervene with our children. A tiered PSHE approach ensures we teach our children what they need. For children who require targeted support Portland offers a comprehensive Nurture provision offer.

Attendance

At Portland, disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance. This happens through the Attendance officer who works alongside families and staff to address any barriers. Multiple attendance rewards are used to incentivise coming to school on time. Breakfast club is also offered to ensure children come to school and have a settled start to the day.

3 tiered response

At Portland we believe that our disadvantaged children deserve additional support to improve and challenge the attainment gap. We us a three-tier approach to addressing disadvantage:
- Whole school approaches using quality first teaching to raise attainment;
- PP first approach to successful targeted support which addresses gaps in learning.
- Wider strategies that consider the whole child view which permeates our culture.

References and Further Information

EEF Toolkit
Improving the teaching and learning of literacy

https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy

EEF Toolkit
Social and emotional learning

https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf

Identifying the characteristics of effective teacher professional development

https://www.tandfonline.com/doi/abs/10.1080/09243453.2020.1772841

Rosenshine's principles in action

https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf

EEF Toolkit
Parental engagement

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement

The Reading framework

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf

EEF Toolkit
Metacognition and self-regulated learning

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition

EEF Toolkit
Reading comprehension strategies

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies