



Diminishing the Difference Policy

September 2016
Review: September 2017

New City Primary School Diminishing the Difference Policy

Philosophy

New City Primary school has always had very high expectations of all of our pupils and this has seen year on year improvements in standards and outcomes. We have actively engaged in the Diminishing the Difference agenda since it was first set out by David Laws.

The aim to address the differential between the life chances of children from poor backgrounds and other children is fundamental and central to the work of the team here at New City. Although attainment has risen nationally over the last decade, the attainment difference remains wide in many settings. We have been fully committed to addressing this and have seen impressive outcomes.

We recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with excellent teaching that demands high outcomes. This will ensure that all pupils are equipped with the knowledge and skills they will need to succeed and ensure their readiness for secondary school.

At New City Diminishing the Difference is an integral part of every lesson and all areas of the school. Within the classroom there is a clear focus on narrowing the achievement difference between groups and individuals through well planned and differentiated lessons that challenge and stretch all pupils.

At New City we provide a range of interventions and initiatives to ensure that all children make the very best progress and exceed national expectations.

Free School Meal children

The National Trend shows that across the country Free School Meal (FSM) children are achieving at a slower rate of progress than their non FSM peers. In order to challenge this and Diminish the Difference the government have issued £1300 in the form of a Pupil Premium for each child to raise the attainment of FSM children. At New City the school is already above the National Average and the money is now being used with the aim of closing the difference between FSM and non FSM children.

Diminishing the Difference also covers any differences in both national averages and between groups within the school. This includes gender, race, ethnicity, looked after children, stuck and slow moving, SEN, more able and Gifted and Talented.

Pupil Premium at New City

At New City Primary School £195,780 is received in the form of Pupil Premium in order to Diminish the Difference in attainment. How this money is spent is outlined in the Pupil Premium report which can be found on the school website. This is updated on an annual basis to reflect the number of pupils on roll who receive Pupil Premium and how the money will be spent according to their needs. In addition to this the previous years spend is analysed for impact and measured against the assessments of the children to ensure the money has been used effectively.

Impact on Teaching and Organisation

At New City Primary School Outstanding Wave 1 one teaching is considered the best possible way to diminishing the difference. We provide a great deal of Continued Professional Development to support teachers with effective strategies that support both their delivery of content and the achievement of Strong outcomes for all pupils.

Diminishing the Difference is part of the School Development Plan and forms a large part of the teaching focus at New City. The DTD coordinator is responsible for the monitoring of standards related to DTD and works closely with the assessment coordinator to assess and ensure impact.

All class teachers and cover teachers are expected to plan specific strategies and resources to differentiate the learning for their DTD table. Following their Wave 1 teaching, teachers then work with this group specifically with their focus table for full impact of their Wave 2 teaching.

Through the Teaching School Alliance there is a DTD project to monitor and improve standards through moderation and shared best practice. This allows the participating schools to show how they are tracking standards and the impact of their strategies. Each year group meets once a term to moderate a piece of work and look at next steps.

Impact on staff training

CPD and moderation focus heavily on improving the best practice to ensure maximum potential of the DTD initiative. CPD focuses on planning and differentiation for the relevant DTD children. These sessions are also used alongside Pupil Progress Meetings to assess the current levels of the class and identify the children who need to be targeted. Subject leaders when conducting scrutiny's of their subject also have a DTD focus and look at the impact that teachers planning and teaching are having on DTD children in their subject.

Systems in Place

CTG is heavily imbedded within New City with many systems in place to assess the impact and quality assure the provision in place and track pupils progress. The systems in place include:

- Planning twice a half term by DTD lead
- Book audits twice a half term by DTD lead comparing FSM to non FSM children
- Book audits by SLT every fortnight
- Assessment every term
- Pupil Progress meetings every half term with DTD and assessment lead
- Data analysis by subject leaders
- Planning and book scrutiny by subject leads
- ELT meetings to share findings from all subject leads
- Assessment grids
- Tracking of progress from entry at New City to Year 6

Tracking and Assessing the Impact of the Spend

Through pupil data analysis the progress of the children can be measured to assess the impact of the spend. This is measured by comparing children to the national average to see if the gap has expanded or decreased and to see if any gaps within the school, for example gender, race, looked after children, ethnicity, SEN, more able and Gifted and Talented have closed or opened. This is further assessed through Pupil Progress Meetings to analyse if it is a school gap or year group gap.

Impact at New City

The impact of the DTD strategy at New City has seen a rise in standards and attainment of FSM and Pupil Premium children. This allows New City to ensure that all children have the same opportunities to learn and progress regardless of their background. The lasting effect of the DTD strategy will be to see results continue to surpass the National Averages and improve year on year, whilst any existing differentials between any group of students continues to close over time.

Interventions that support Closing The Gap

Literacy support : Wave 3, Spelling made easy, lifeboat, comprehension, dyslexia program, speech and language groups and handwriting intervention

Numeracy support: Basic skills groups, Timetables group rehearsals

Therapeutic : Counselling, self esteem groups, Anger management groups,

We also work with a range of professionals in Newham to support and extend our capacity to close the gap for pupils with significant need. The professionals include:

Educational Psychologists

Special Educational Needs Officers

School nurse and health team

Therapeutic teams : Child and family counselling, child development centre

Advisory support for : sensory impairment, Language communication difficulties (LCIT) , Learning difficulties (LSDAT) Behaviour support service (BSS)

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