



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

**Waverley Academy's** approach to the seven building blocks identified by NFER research, which leads to success in raising attainment for disadvantaged pupils:

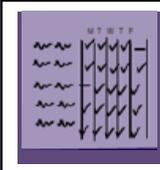
### 1. Whole-school ethos of attainment for all:

We believe that "No goal is beyond our reach" and that our school strives to ensure that all children achieve their potential. We share our ethos in school assemblies and celebrate children's successes weekly.



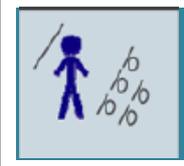
### 2. Addressing behaviour and attendance:

We work closely with our families around behaviour and attendance. We have a clear behaviour Strategy that is visual in all classrooms and good behaviour is praised and recognised through our class dojos system. Whole school assemblies celebrate attendance and rewards given weekly.



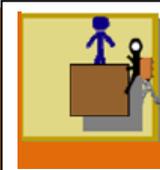
### 3. High quality teaching for all:

We strive for quality first teaching for all children. As a school we demand the highest standards by setting expectations, monitoring performance and sharing good practice. Teachers deliver lessons in a variety of ways through topic based lessons.



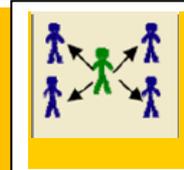
### 4. Meeting individual learning needs:

Waverley offers an individualised approach to addressing barriers to learning and implementing emotional support. We seek the best strategies available to help our pupils make the next step in their learning. Children are taught according to their needs whether that be 1 to 1 or in groups.



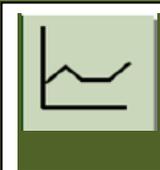
### 5. Deploying staff effectively:

Waverley ensure that the pupils who need the most support have the teacher with the best skills to enable their rapid progress. Teaching assistants are trained in and deliver researched interventions and have a robust continual personal development schedule over the year to raise achievement within the classroom.



### 6. Data driven and responding to evidence:

Teachers use daily, weekly and half termly assessments to identify pupil's learning needs and address misconceptions. Clear marking and verbal feedback is given which provides clear strengths and areas for pupils to develop. Time is allocated on a regular basis for pupils to respond to feedback.



### 7. Clear, responsive leadership:

Senior leaders have the highest expectations. They lead by example and all staff are accountable to raise attainment and progress rates. Staff training is given high priority and there is a professional development programme and monitoring schedule in place. Governors are provided with training at regular intervals and are updated on the progress of the school.

