



EMAT DISADVANTAGED STRATEGY 2021-2023

[Abstract](#)

Eastern Multi Academy Trust strategic approach to improving educational outcomes for our disadvantaged pupils.

Who is it for?

The strategy is for everyone involved with pupils in receipt of Pupil Premium* funding in our academies, including principals, governors, SENCos, teachers and support staff.

Through the strategy we will ensure the progress of all pupils, including those who are disadvantaged, through effective high quality first teaching and a Trust wide Pupil Premium strategy. We will build a strong infrastructure to improve support for pupils receiving Pupil Premium.

*Including double disadvantaged pupils, those who also have SEND

What is EMAT's vision for children and young people receiving Pupil Premium funding?

Our vision for all young people attending a Trust academy is for them to achieve well, be happy and safe. Our core belief is that all pupils have a right to an ambitious and knowledge-rich curriculum – ‘the best that has been thought and said.’ This vision applies equally to all pupils including those who are disadvantaged. We have a responsibility to ensure that all pupils are provided with the education, experiences and skills to lead full and meaningful lives, without constraint or cap to their ambition. We seek to be an acknowledged local beacon of excellence in provision for all of our pupils. We aim to be the provider of choice for parents and families.

In order to achieve this vision, we will:

- Ensure that Quality Teaching is at the heart of our academies.
- Continually seek to invest in staff, resources and expertise to improve our offer.
- Be outward looking, working in close partnership with local agencies and other providers.
- Ensure our curriculum is inclusive and accessible, whilst still maintaining high expectations.
- Match the need for strong classroom climate with an understanding and appreciation of how to best support disadvantaged pupils.
- Seek out and respond to feedback from all key stakeholders (parents, pupils, staff, local community).
- Carry out an annual review of the Pupil Premium strategy for each academy
- Use the tools identified in the EEF guidance document “Using your pupil premium funding effectively; Steps for developing an effective pupil premium strategy” to ensure best practice rooted in research

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

In doing this we will:

- Never give up on any young person and go above and beyond to find ways to support them to be the best they can be and
- Embody the mantra that every teacher is responsible for the pupils they teach who are disadvantaged
- Use 'warm-strict' and 'flexible consistency' as our watchwords when supporting all pupils including those who are disadvantaged
- Be champions for the right of all pupils to access a full and meaningful curriculum
- Enable disadvantaged pupils to develop the knowledge and skills to support a positive Post 16 destination
- Have an excellent working knowledge of the disadvantaged pupils in their teaching groups

How are people going to work together?

- Listen to the views of children and young people and their families
- Respect the views of children and young people and their families, and work together in a solution orientated way to remove barriers
- Work in ways that build trust with all partners
- Value individuality and celebrate diversity
- Have high expectations for all children and young people
- Identify needs and provide effective support in a timely way

Priorities 2021-2023

Assessment

1. Ensure accurate and early identification of pupils' additional social, emotional and educational needs
2. Ensure high quality additional provision which meets targeted pupil needs
3. Develop additional Trust provision where there is an identified need for disadvantaged pupils, for example, Social, Emotional and Mental Health needs
4. Monitor and evaluate provision

Curriculum and Delivery

5. Ensure that all disadvantaged pupils can access and achieve well within the Trust's ambitious and knowledge-rich curriculum.

Staff Development

6. Equip all teachers with the skills and knowledge to effectively teach all pupils , including those who are disadvantaged
7. Establish a structured programme of professional learning to increase staff understanding and skills

Partnerships and Transition

8. Ensure engagement with external agencies in working together to meet the needs of disadvantaged pupils.
9. Build and maintain strong relationships with primary partners to ensure smooth transition for disadvantaged pupils.

Compliance

10. Ensure all Trust academies are fully compliant with relevant policies and practice

