

Following guidance of the Education Endowment Foundation we adopt a tiered approach to our expenditure, prioritising quality first teaching. Furthermore, a range of wider strategies(informed by an array of research , including Gross’ ‘Reaching the Unseen Children’ and Mannion and McAliister’s ‘ Fear is The Mind Killer) are implemented to identify and overcome non-academic barriers to success in school.

Benefits and additional provision

- Teaching compliment-overstaffing to accommodate smaller/fewer mixed age classes
- Discounted or free trips and wider experiences
- Free fruit/milk at break times
- Additional attendance monitoring
- Additional teacher support through school led tuition or booster groups
- Additional teaching assistant targeted support for basic skills
- Prioritised slots for pre-teaching and 1:1 reading, over learning
- Additional TA targeted support to meet social and emotional needs of pupils
- Subsidy of uniform, residential visits and enrichment opportunities
- Free or subsidised clubs during lunch time or afterschool

Our priorities are as follows:

- Ensuring all students receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making expected progress
- Addressing non-academic barriers to attainment
- Ensuring that the pupil Premium Grant reaches the pupils who need it most

11 pupils or 23.4% are classified as disadvantaged
4 pupils or 36.4% of these pupils have SEND

Pupil Premium non-negotiables

- We offer a broad and ambitious curriculum adapted to meet the needs of all children
- Core teaching time is protected so learning time is not missed to interventions
- Provide evidence based interventions
- Track and update provision termly
- PP meetings with HT and EXHT and Governors

Challenges for Disadvantaged Pupils at our school

Pupils enter the school below the expected standard

- Children enter school with a variety of social and emotional needs requiring support; a higher number of pupils have Adverse Childhood Experiences.
- A deficit in metacognitive and self-regulation strategies
- Cultural capital deficits leading to narrow vocabulary, speaking, and listening, reading and comprehension
- Socio-cultural barriers and reduced parental engagement which result in poor attendance

Explicit instruction

Clear succinct language

Chunking of knowledge into smaller steps

Teacher modelling

AFL and reforming teaching

Reduce cognitive load

Metacognition

I do, we do , you do,

Reasoning, discussion and problem solving

Retrieval practice

Knowledge organisers

Modelling of thinking

Scaffolding

Scaffolds for all

Visual, verbal and written

Gradual removal of scaffolds

CPA

Knowledge organisers

Oral rehearsal

DISADVANTAGED PUPILS ON ONE PAGE