

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

14 pupils or 18.4% are classified as disadvantaged  
5 pupils or 35.7% 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**