

Supporting Pupil Premium Students: The EIGHT to GREAT.

	Action	What this looks like.
1	GENUINE understanding of the potential socio-economic impact- where our students come from.	Disadvantaged students need to feel included, have support with developing their oral language, literacy, language comprehension and self-regulation skills to ensure that they remain motivated in the classroom; these are attributes, skills, and experiences that they might not have had at home. These are the potential barriers to learning that disadvantaged students might have and it's important that we understand this in our approaches to these students. We cannot change the external factors, but we can negate their impact through understanding disadvantage.
2	Know your students- Need, not labels. (RESPECT)	Use PASS data, PEN Portraits, and other pastoral information to build a personalised picture of your students- Pupil Premium students are not a homogenous group and working with students should be based on need- we need to be experts in our student and not generalised labels. Use this data to inform seating plans, conversations etc.
3	GREAT Expectations for all. (Together)	All students should be encouraged to be GREAT and not allow unconscious bias to set limitations- all students should take pride in their individual achievements, no matter how small, so that they feel valued and part of the Academy's community. We need to have the aspirations and encouragement that they might not get elsewhere. We are the role models and can provide students with consistency and calmness, like with the Strong Starts, which they don't get outside of the academy.
4	Building GENUINE relationship	Relationships underpin everything. Students need compassion instead of "blame and shame", and this is something that will need continuous process. Studies show that strong relationships allow the most disadvantaged to thrive, as it allows students to build positive perceptions of themselves and make them more susceptible to risk taking, engaging with feedback etc. Therefore, consistency with our C-system is of most benefit to our disadvantaged students.
5	EXCELLENT Quality First Teaching	EXCELLENT teaching needs to plan for learning and participation through strong explanation, scaffolding, modelling and worked examples etc. Good implementation leads to stronger outcomes and allow all students to ACHIEVE, which includes the effective use of any TAs. Curriculum coverage, task completion, etc are not proxies for teaching and learning. We constantly look to improve our teaching, such as with the SSAT formative Assessment CPD, as its our most disadvantage that benefit.
6	Assessment for ACHIEVEMENT	Diagnostic and formative assessment should shape activities rather than student labels. Assessment data needs to adjust teaching and allow staff to respond to and address gaps to teaching- trackers need to monitor PP against non-PP to pinpoint which disadvantage students are in need of further support, whose work needs marking first etc.
7	Language and Literacy Development.	Both are key to accessing the curriculum and therefore planning to teach Tier 2 and Tier 3 vocabulary along with chances to build and value individual contributions and encouraging meaningful dialogue is crucial- every moment needs to be a language development moment when there is a 25% gap between disadvantaged and non-disadvantaged. Words need to be introduced in everyday language, using several contexts, examples and rewards, especially in a world where many Pupils Premium students do not have regular access to books, structured conversations etc.
8	Metacognition	Students who know their own strength and weaknesses in terms of abilities and how to apply and adapt strategies and activities to learning can be independent and are more likely to improve as learners. Therefore, GREAT Lives via form time and the staff members who know students the best is important for the most disadvantaged students.