



‘Pupil Premium First’ Charter

Whole School Strategies	Further suggestions
<p>Planning: - All PP students are clearly identified and are high priority on PARS seating plan. PP will be considered first for the following;</p> <ul style="list-style-type: none"> • Questioning • Groupings • Challenge and Support • Academic Literacy and Oracy 	<ul style="list-style-type: none"> • Teachers will know who their PP students are • Groupings and partners should be sensitive to the needs of the students • Targeted questioning to check understanding and support • Higher order questioning to challenge • Scaffolding of tasks and expectations of success criteria is explicit • Use of modelling and metacognitive strands to identify and then evaluate preferred learning strategies • Literacy and Oracy opportunities are inclusive • Students and strategies are clearly identified on PARS seating plans
<p>Marking: - All PP books are marked first or given priority in a set of books</p>	<ul style="list-style-type: none"> • A modification of this might be to mark the highest performing students in the class first, then PP so that work can be compared • Students are challenged if classwork is not complete or up to standard • Presentation of books/work is consistently checked • HWs are checked and support given if needed • Clear feedback targets, that celebrate success and next steps
<p>Interventions: - PP students have first access to relevant intervention programmes. These can be subject specific, for behaviour, outreach, careers or attitude to school and self</p>	<ul style="list-style-type: none"> • PP First when organising intervention groups • Early intervention and identification of need in Year 7 and monitored at every data drop • Directed provision for KS4 • Where appropriate PP must attend KS4 revision sessions • Literacy/numeracy programmes at KS3 and 4 • A programme of peer and teacher mentoring • Published list of mentors/mentees in staff room
<p>Parent partnership: - PP students are priority for Parent Evenings. PP students take priority when phoning home or contacting mentors</p>	<ul style="list-style-type: none"> • Remind and encourage parents to book appointments – personal reminders to those harder to reach parents • Those students being mentored by a teacher will also have regular contact with parents • Use of rewards system and contacting of parents to celebrate success and build relationships
<p>Enrichment: - A statement to be included in all trip/enrichment letters asking for parents to contact the school if there are any potential barriers for trips. Extra-curricular activities should have a percentage of PP involved</p>	<ul style="list-style-type: none"> • Increased inclusion for trips • A set percentage of PP for a trip or enrichment opportunity to be set • Trips and enrichment opportunities to be tracked • ambassadorial roles e.g interviewing teachers