

Always think about...

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| T | Teaching | Consistently high-quality teaching is fundamental to 'diminishing differences'. Is the PPG used for staff CPD? Is it used for coaching and mentoring? If you group or set, where do you place the best teachers? |
| H | Home engagement | Building relationships and trust with families is vital. It can be challenging. Take time to do this and develop strategies that work for individual families. Be proactive and innovative and see it from their perspective. |
| E | Evidence based strategies | Don't just do the things you have always done. Use research to challenge the status quo and to learn from others. This is reliant on leaders developing the culture in school for this to happen. |
| B | Barriers to achieving potential | What are individual disadvantaged pupils disadvantaged of? How do you know? How is this information shared? How do these factors impact on a child achieving their full potential in all areas of school life? |
| E | Effective assessment and tracking | Planned, regular monitoring and assessment of all types is key in enabling the analysis and evaluation of the impact of teaching, interventions and pastoral, behavioural and attendance strategies. NB, it is not just data. |
| S | School wide understanding | Regular high quality CPD and focused staff induction on disadvantage and the use of the Pupil Premium is important. All staff need to be involved in this and in the sharing of information about pupils and families. |
| T | Time to listen | Excellent pastoral care should underpin a school's vision and strategies for tackling barriers to pupils achieving their potential. It should be based on strong relationships and enable pupils to be heard and understood. |
| T | Transition | Ensure that all disadvantaged pupils, including non-SEND pupils, are a priority at transition, ie. PP leaders meeting and sharing information on barriers, strengths, interests etc. and additional pupil visits. |
| E | Experiences, opportunities, aspirations | Identify and fill gaps in experiences which affect pupils' learning. Passports of experiences can work well. It is important to plan strategies to raise aspirations. High quality mentoring and careers education are vital. |
| A | Accountability | The vision, values and culture of a school should ensure all staff understand and 'buy into' having a shared responsibility for tackling educational disadvantage. Leaders must hold people to account. |
| C | Culture and ethos | Does the school culture and ethos condone or challenge stereotypical views and unconscious bias towards disadvantaged pupils related to low achievement, low aspirations, behavioural issues or family context? |
| H | High expectations | 28% of disadvantaged pupils have identified SEND meaning that 72% do not. So why the gaps? We should teach to the top, identify and nurture individual talent and have high expectations for all. |
| I | Importance of reading and oracy | 'Reading is the gateway to knowledge'. For many pupils, the lack of books and support at home, limited vocabulary and opportunities to speak are key barriers to pupils achieving their potential. So, what do you do? |
| N | Never make assumptions | Some pupils in receipt of the PPG will be high achieving, talented and aspirational individuals. Some pupils who do not receive the PPG will face many barriers to achieving their potential. Don't make assumptions. |
| G | Great leadership | The role of leadership at all levels including governance is key in developing the shared vision, values and culture which underpins the strategies which supports all pupils to achieve their potential. |