

## Hatfield Academy's Pupil Premium



### Statement of Intent.

All members of staff and the governing body accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring all pupils 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 the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital

We hope that each pupil will develop a love for learning and acquire skills and abilities to fulfil their potential.

### General Strategies

#### Get to know your PP pupils:

- Find out how they prefer to learn and plan accordingly.
- Find out about their hobbies and interests and ask them about them.
- Find out information about their context and background. Have they got siblings in school? What is their family background; What was their attainment on entry? What is their reading age?
- Discuss PP pupils regularly at meetings and share good practice.

#### Think about your seating plan and data sheets:

- Highlight PP pupils on your seating plan.
- Highlight pupils with additional needs (SEND) and are PP.
- Think carefully about where they are sitting and who they are sitting next to.
- Highlight pupils on your data.
- Take an extra time to think about their data and what support they need to make progress.

#### Plan your behaviour management strategies:

- Meet and greet pupils at the door. Welcome pupils in to the classroom.
- Develop mutually respectful relationships with PP pupils.
- Use praise and rewards for positive contributions, good work, exceeding expectations.
- Work out what behaviour management strategy works best for each PP pupil.

#### Target PP pupils for support:

- Approach PP pupils first to see if they understand the task set or need support to complete it.
- Target PP pupils for questioning; ask them to respond in full sentences. Use Question Tree/Blooms Taxonomy to extend and stretch their answers.
- Ensure PP pupils know exactly what they will be working on or are aiming for in the lesson.
- Continually check the progress of PP pupils throughout the lesson.
- Make sure they know their current targets and what they need to do to improve
- Ensure PP pupils with attendance issues are provided with work to catch up with their peers.
- Liaise with the SENCO for additional needs support and strategies

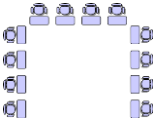








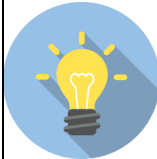
#### Remove barriers to learning:

- Provide equipment and resources where necessary.
- Provide access to free revision and home learning materials.
- Ask about funding contributions to enable them to attend school trips.

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### Learning Entitlement for Pupil Premium Pupils

<b>HIGH IMPACT TEACHING AND LEARNING</b>	The thing that makes a difference, not just for disadvantaged pupils but all pupils is effective teaching and learning. The challenge for teachers is to ensure that disadvantaged pupils get overexposed to every lesson as it is those students who stand to gain the most. Be bold, be courageous. Have relentlessly high expectations for all disadvantaged pupils. We only get once chance to help students access the opportunities they all deserve.
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<p><b>STEP 1</b> <b>Seating Plans</b></p> 	<p>Think carefully about where they are sitting and who they are sitting next to. Things to consider: pupil's ability, influences, consistency, peer to peer learning.</p>	<p><b>STEP 2</b> <b>Learning Journey</b></p> 	<p><b>STEP 3</b> <b>Demonstrate and model</b></p> 
<p><b>STEP 4</b> <b>Get them talking about the task</b></p> 	<p>Get pupils talking and thinking about how they will attempt the task. Get their brains engaged in higher level thinking.</p>	<p><b>STEP 5</b> <b>Questioning and collaboration</b></p> 	<p><b>STEP 6</b> <b>WAIT TIME</b></p> 
<p>Provide opportunities for <b>IDRF</b>– initiation, discussion, response, feedback (discussion opportunity, think, pair, share).</p> <p>No opting out-if children 'don't know' the answer, scaffold to help formulate and answer. Either, present two options, give them some key facts, give them the answer but then then ask the child to how this could be the answer.</p>	<p><b>STEP 7</b> <b>Whole Class Feedback</b></p> 	<p><b>STEP 8</b> <b>Oracy</b></p> 	<p><b>STEP 9</b> <b>Parental Contact</b></p> 
<p><b>Adopt these strategies in your everyday teaching.</b></p>  <p>Remember to refer to the common lesson format consistencies document.</p>	<p>Try whole class feedback that addresses misconceptions. Visit the disadvantaged pupils regularly to ensure they have understood and acted upon your feedback.</p> <p>Use formative assessment including live marking and feedback, AfL strategies including mini whiteboards, seesaw, agree/disagree cards etc</p> <p>There should be evidence that feedback leads to students' work improving. Feedback and/or student response/correction should be part of lessons or followed up in DIRT time.</p> <ul style="list-style-type: none"> <li>• Oral feedback</li> <li>• Live marking</li> <li>• Peer assessment</li> <li>• Self-assessment</li> </ul>	<p>Encourage disadvantaged pupils to read out loud lots. Make it part of your teaching and learning rather than an add on. Teachers should pause to explain the meaning of any key words.</p>	<p>Make regular contact with disadvantaged pupils parents to praise and challenge. Use marvellous me to send pictures, messages about achievement pupil have made.</p>