

## 1 Teaching

### Quality First Teaching for ALL:

- Continued development of consistent high-quality teaching across the school through the application of evidence-based strategies to accelerate progress in the classroom.
- High quality T&L every day (including priority consideration of teacher placement and setting of PP learners) and teachers giving proactive thought to how they can tackle disadvantage in their own context.
- Literacy, reading, writing, vocabulary and oracy strategies are used across the curriculum to support access to and development of knowledge with a view to accelerating progress for all PP students as well as non-disadvantaged students. Teachers plan lessons with a focus on keystone vocabulary and prepare texts for reading with knowledge of the reading profiles of their disadvantaged learners.
- Established routines (Strong starts/efficient exits) and high expectations maintained at all times to give security, consistency and reduce cognitive load.
- Removal of low-level disruption in lessons through clear and consistent classroom behaviour management (RTL); pupils that behave, and where they struggle are supported to behave, so they have the maximum amount of time in the classroom; the Behaviour Curriculum supports all learners but especially those disadvantaged.
- Staff and student awareness of metacognition and self-regulation
- Summative and formative assessment and feedback used effectively, consistently and purposefully to drive progress for all.

### Continuing Professional Development:

- CPD programme planned for the year to ensure focus on codifying elements of quality first teaching with focus on high expectations and relationships, checking for understanding, academic rigour (literacy) and expert instruction. Teachers are trained to consider the classroom/lessons through the lens of disadvantage.
- CPD programme planned for the year to ensure the teaching and learning of the Behaviour Curriculum and the support for staff and students to teach how to 'get things right'.
- Weekly department meetings owned by subject leaders allowing time to discuss teaching strategies for upcoming topics to tackle key barriers to accessing learning.
- The development of a programme of instructional coaching to help to support teachers.
- Spending on improving teaching includes professional development, training and support for early career teachers and recruitment and retention. ECTs will receive high quality CPD through Teach First; all staff at CD have access to The National College CPD menu. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a priority.
- Continuing support and encouragement for staff wanting to further external PD (i.e – NPQs, trust-wide disadvantaged research forums)
- Planning the curriculum to ensure equity of access, consideration through the lens of Pupil Premium

### Learning Environments:

- Classrooms are distraction free and cared for; displays focus on literacy, reading, writing and subject specific vocabulary (tier II/ tier III). Teachers are informed of the 'why' behind this, supported with contemporary research. This is sustained by feedback to subject leaders via Curriculum and Literacy Review lesson drop-ins.

## 2. Targeted Academic Support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is a key component of an effective Pupil Premium strategy.

- Effective use of Pupil Premium Profiles to support adaptive teaching with personalised targeted intervention which is assessed and monitored.
- Intervention programmes, for example use of National Tutoring programme and use of Learning Mentor(s) for students in English and maths for underperforming disadvantaged students.
- Ensuring all Pupil Premium students are a priority at transition- meet and share information on strengths, interests; PP students to also be a priority for Options, Work Experience and Careers interviews.
- Departmental interventions for underperforming disadvantaged students, individualised based on data/ drop ins/ pupil voice/ book looks.
- Carry out resource audits twice a year- free subject packs (equipment/ revision guides/ kit/ materials/ ingredients/ IT) if required and deemed necessary for PP students.
- Ready made learning packs: revision guides/ practice papers/ knowledge organisers/ texts provided to PP students.
- Study support sessions (refreshments provided/ rewards to incentivise)
- Money available for department leaders for academic and cultural spending (for example, subject related theatre visits, concerts, museum visits – costs covered for PP students)

## 3. Wider Strategies

- Free breakfast available every day for Pupil Premium students.
- Prioritisation of disadvantaged learners in attendance early intervention- reducing the impact of absence with bespoke support for attendance and proactive chasing / visits where this isn't being achieved from the first day of Year 7.
- Data used effectively (CG/CJS/LCS/KEM and Year Team structures) to monitor academic progress of students and address and respond to individual needs beyond the classroom.
- Financial support with uniform, PE kit and equipment.
- Support with after school homework club running each day.
- Teachers engage with parents regularly to provide academic updates and to share success.
- Maximum attendance at parents' evenings and engagement in school events so they feel part of the community, not ostracised.
- Priority IAG and priority access to learning enhancement activities for PP learners.
- Access to advice and guidance to support the home environment including access to resources
- Opportunities for cultural experiences across all subject areas
- Exploration of links with industry/ businesses to encourage participation in trips/ lectures etc.
- Free music lessons (extra-curricular) for disadvantaged students
- Flexibility to apply funding to those that don't qualify but are at risk of disadvantage (i.e. bereaved young carers and service families)

