

# Pupil Premium First

Teaching & Learning strategies used to Diminishing the Difference

Quality First Teaching is key to the success of disadvantaged students at Redhill School. We will continue to focus of improving the attainment of disadvantaged students so that it closely matches that of all students nationally. In order to achieve this teachers will use the following strategies to support disadvantaged students in lessons.

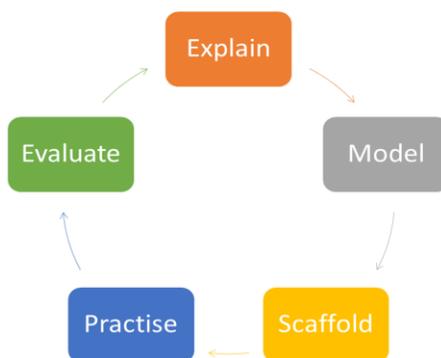
## Seating Plans

- Disadvantaged students are considered first in teachers seating plans.
- All staff use seating plans that consider the best arrangement to maximise progress of PP students.
- Seating plans identify PP students.
- Some seating plans will consider buddying students, some will be arranged so that the teacher can gain easy access in order to check understanding, model concepts or clarify misconceptions.

## Priority Feedback

- Disadvantaged students receive priority feedback.
- We recognize that high quality feedback is essential for students to make rapid progress. Staff will ensure that feedback for disadvantaged students is actionable, specific, personalised, timely, ongoing, and consistent.

## Making the implicit explicit



## Questioning

- Directed questioning techniques that unlock learning are used through out the school to support disadvantaged students.
- All teachers use questioning techniques to establish understanding and challenge misconceptions. Directing specific questions to disadvantaged students to develop engagement and deepen learning .

## Power of Vocabulary

- Cultural capital is a driving force for deeper understanding and learning; disadvantaged pupils will be given exposure to this form of literacy, to ensure that they are able to make more sophisticated connections and links to the knowledge they acquire.
- Unlocking the language of learning of disadvantaged pupils is a key priority and the explicit teaching of words and their function (in exam language) will be taught.

## Celebrating Success

One of the most important contributing factors to enhancing disadvantaged students' success rate is motivating them to want to do well and believe they can do well. In order for our disadvantaged students to achieve great success at Redhill, they must be motivated to do well and to believe in themselves. This is an area that we will develop in the spring term

## Missed Learning

If absent, pupils will be given notes and positive support to ensure that gaps in knowledge and skill are not created. Students will be asked to catch up with missed work. This should have a time scale and be followed up to ensure that as much of the missed learning has been covered as possible.