



### Introduction

Consistency and not assuming anything about a pupil's experiences are vital to supporting any child, but disadvantaged pupils in particular can be affected by this. Below are some of the key routines we have in place to support any vulnerable or disadvantaged child (although all children benefit from this).

### Class approaches and daily provision

The main diet of class approaches and daily provision are outlined below:

1. Daily check-ins. Say 'good morning' to all children (but particularly PPG/vulnerable children) in your class.
2. Check the child has the equipment they need in class/uniform is appropriate/adequate.
3. Always discuss disadvantaged children in handover with PPA teachers.
4. Marking:
  - a. Ensure there is praise for children for whom self-esteem is an issue;
  - b. Mark with the child so there is instant feedback and relationship is built between pupil and adult;
  - c. Mark the books of disadvantaged pupils first/last to enable adults to better compare potential difference.
5. Target child to be asked to answer a question in class discussions.
6. Target child to be spoken to when task underway to ensure understanding.
7. Target child to be considered in seating plan.
8. Target child to be considered when lesson planning – tilt teaching and learning towards their interests or needs, where appropriate, but also be mindful of expanding their interests and horizons.
9. Staff to take a special interest in these children by getting to know their personal interests.
10. Staff to ensure the child's routine is taken into consideration when planning homelearning (particularly if split family) – have they got everything they need?
11. Staff to monitor rewards given to ensure disadvantaged children remain visible?
12. Use pre-learning as a key strategy to engage disadvantaged pupils.
13. Use mastery tasks to assess true understanding - ensure disadvantaged children have completed these and address misunderstandings through Intervention Book/targeted teaching.
14. Exploit all opportunities to develop the vocabulary of disadvantaged pupils – target them to read aloud or target questioning to give them an opportunity to vocalise their ideas.
15. Take the time to find out how they learn and share this explicitly with them – metacognition and encouraging self-regulation/motivation to their own learning is proven to have the greatest impact on their progress.