

“Disadvantaged children have an unequal start in life. Such children have shorter learning days, can lack ‘broader knowledge’ and cultural capital, and can struggle with completing homework. These disadvantages can create a vicious circle unless schools take compensatory steps.”

“At a broader level disadvantage continues to pervade all aspects of education, such as attendance, learning motivation, behaviour, parental involvement and exam results.”

Dr Karamat Iqbal, 2018

SUPPORTING PUPIL PREMIUM STUDENTS AND THEIR...

ACCESS TO LEARNING

ATTENDANCE

A [DfES report on ‘Absence from School’](#) noted a number of interconnected effects of absence that students are likely to experience owing to poor attendance. These effects included [‘academic underachievement’](#) and [‘loss of confidence and self-esteem’](#). There is an unfortunate correlation between Pupil Premium students and poor attendance (e.g. the average attendance of PP students has been 4.9% lower than non-PP student since 2015) making this something that needs to be addressed. Therefore, Tytherington School will:

- **Prioritise PP students in the work done by the school’s Attendance Officer and pastoral team** to improve their attendance to school through interaction with and involvement of their parents/carers.

BEHAVIOUR

It is widely recognised that the learning process for other students is affected when one or more students behave in a disruptive manner with interruptions interfering with focus. Further to this, incidents of more serious misbehaviour can lead to students missing time in school through exclusion. Therefore, Tytherington School will:

- **Closely monitor and intervene with the behaviour and engagement of classes** with high proportions of PP students to ensure that their learning is not being disrupted.
- **Give greater consideration in the use of ‘Fixed Term Exclusion’ (FTE)** should the behaviour of a PP student warrant that form of consequence – i.e. consider using internal exclusion as an alternative to allow them to attend school.

FINANCIAL

It is recognised that financial constraints that PP students and their families experience can greatly impact their access to learning, including where “a lack of family income could prevent disadvantaged children from gaining access to educational activities if expensive fees are required” (Iqbal, 2018). Therefore, Tytherington School will provide financial support in the form of:

- **Trips** - PP students or their parents can claim the following for trips directly related to the curriculum, with automatic authorisation:
 - 30% funding for any students that are presently PP
 - 40% funding for any students that are presently PP and receiving Free School Meals (FSM)
- **Revision guides** – All school recommended revision guides are purchased for PP students.
- **Uniform** – School will support the purchase of uniform through a voucher system, plus provide further support through:
 - **Ties** – School will fund one replacement tie per academic year for any PP student
 - **Shoes** – Where PP students require replacement approved school shoes, school can purchase¹ one replacement pair per key stage for any PP student
 - **Uniform exchange** – Any student can swap pieces that no longer fit but remain in good condition and PP students can access the exchange to receive uniform held in the exchange
- **Electives** – As part of the curriculum that we provide to students at Tytherington School, all Electives are to be paid in full for any PP student.
- **Other** - Any other reasonable requests are to be made via the Deputy Headteacher who will make the final decision on authorisations.

¹ Tytherington School staff will go to a shop and purchase a pair of approved school shoes for the student.

PROGRESS OF LEARNING

Iqbal (2018) explains that students from more advantageous backgrounds are more likely to have parents who invest more of their time and energy into educating their children, with wealthier families also providing more educational resources at home while being surrounded by a more resourced community. These students then come to school already better equipped to take advantage of the resources in school. PP students are less likely to have this and with disadvantage beginning from very early in a child's life (i.e. before being 22 months old) it makes catching up more difficult. Therefore, Tytherington School will:

- **Prioritise PP students in the classroom** through:
 - Positioning them in key positions within the classroom (e.g. nearer to the front and/or on the central ends of rows) to enable teachers to work with them more easily.
 - Giving greater attention to their work when marking and giving feedback, ensuring that misconceptions are addressed, and future learning is planned to meet their needs.
- **Catch-Up** – Ensuring that PP students' work is complete (i.e. all notes, classwork and homework is present) and of the same standard as non-PP students in the class so as not to disadvantage them further. Teachers will therefore specifically seek out any PP students incomplete work and provide opportunity for them to catch-up.
- **Parental/Carer Involvement** – Teachers and the pastoral team will prioritise contact with parents/carers of PP students where it is required. For example, calling home to offer praise, calling home to give feedback about behaviour, in the lead up to parents' evenings to ensure parent/carer attendance, and follow-up to parents' evenings if they have not attended.
- **Further prioritisation through...**

BROADER KNOWLEDGE AND CULTURAL CAPITAL

In 1987, Hirsch identified that the greater linguistic resources and cultural capital of more advantaged students gives them what he described as 'broader knowledge'. The [Cultural Learning Alliance \(CLA\)](#) state that '[Cultural capital](#)' is key to the development of "an individual who is knowledgeable about a wide range of culture and is comfortable discussing its value and merits, and someone who through being given a vast array of experiences and access to skill development, will be able to deploy appropriate knowledge in a given situation: a job interview, a conversation with a neighbour, building a work network and so on."

Within both the current [National Curriculum](#) and the [OFSTED Inspection Framework](#), understanding of 'knowledge and cultural capital' is:

"...the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement."

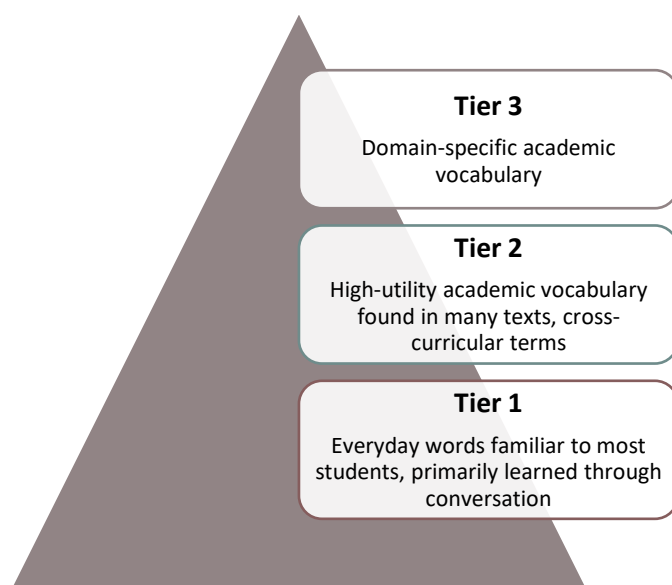
As noted above, the disparity between PP and non-PP students creates disadvantage in learning. Therefore, Tytherington School will prioritise PP students further through:

- **Experience** – Giving PP you students experiences that will provide opportunity to broaden knowledge and increase cultural capital. For example, free or low-cost 'experience trips' that give PP students opportunity to go to museums, events, etc... that they may not be able to otherwise and selecting them for events within the school calendar or that crop up during the academic year.

VOCABULARY

Considering that advantaged students are more likely to have greater linguistic resources (Hirsch, 1987) than disadvantaged students, addressing the imbalance in literacy and the "vocabulary gap between our 'word poor' and 'word rich' students" (Quigley, 2018) must also be a priority. Therefore, Tytherington School will provide:

- **Explicit teaching of vocabulary** – Teachers will recognise key Tier 2 and Tier 3 vocabulary being used within their lessons and plan to ensure that it is understood both singularly and within context.



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