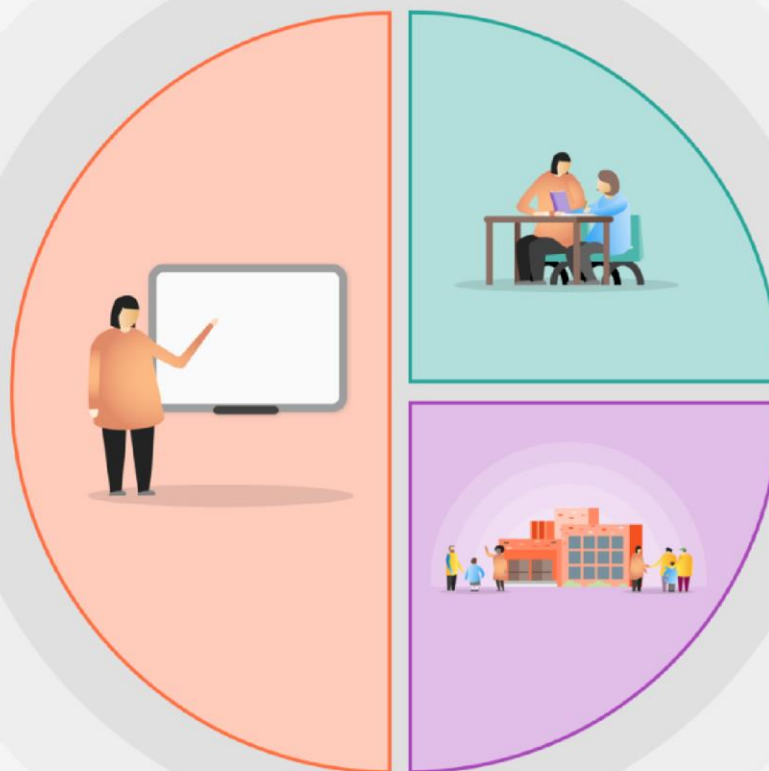


## 1 Teaching

- Appropriate curriculum which is regularly reviewed to ensure it supports the progress and success of ALL learner groups but particularly priority groups like PP.
- A clear and effective pedagogical framework (FREDS) to support the progress and success of ALL learner groups but particularly priority groups like PP.
- Elements of FREDS specifically focused on supporting PP progress i.e. React and Data to Differentiate.
- A specific whole school strategy to support PP Progress in the form of First, First, First. This is linked to a priority treatment of PP pupils with regard to setting, seating, support and assessment.
- All teaching staff use of purple folders and planning for progress sheets to ensure that PP pupils are identified and targeted for the FFF support
- A strong strategic lead on the importance of QFT for PP from the SLT via INSET/CPD work.



## 2 Targeted academic support

- The school runs a 'bid pot' for targeted support.
- This process allows the development of strategies which are bespoke to the needs of individual subjects and individual students
- A review process ensures that strategies are evaluated.
- There is also whole school targeted programmes and academic support. Examples being AR, Hackney MyMaths Lexia, Brilliant Club, Cambridge Summer School.

## 3 Wider strategies

- RADY uplift to prevent prior under-performance by PP pupils becoming a self-fulfilling prophecy of under-performance.
- Linked to this the creation of PP heavy groups to ensure these groups are taught only by the strongest practitioners.
- PP attendance pushed through the pastoral structures in place.
- PP involvement in extra-curricular is monitored and proactively supported.
- SEAL issues dealt with through PHASE and early help.
- Destination success supported through CEAIG