



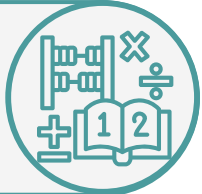





WYMONDHAM
COLLEGE

Pride • Passion •
Positivity

Supporting Disadvantaged Pupils: Staff Guidance

We frame our disadvantaged strategy around the TALENT acronym, reminding us that every pupil has talent that must be unlocked.

| | | | |
|----------|--|---|---------------------|
| T | Teaching: Quality First Teaching for all, adapted to need |  | Teaching |
| A | Attendance: Raising attendance to 95%+ and tackling persistent absence |  | Attendance |
| L | Literacy & Numeracy: Closing gaps through targeted interventions |  | Literacy & Numeracy |
| E | Enrichment: Broadening horizons through Wymondham Life and cultural capital |  | Enrichment |
| N | Next steps: Ensuring CEIAG guidance and successful progression choices |  | Next steps |
| T | Transparency: Using funding clearly and effectively to maximise impact |  | Transparency |

What does “Disadvantaged” mean?

At Wymondham College, disadvantaged pupils include those who are:

- Eligible for Free School Meals (FSM) now or in the last 6 years (Ever 6)
- Looked After Children (LAC) and Previously Looked After Children (PLAC)
- Pupils with a social worker (Children in Need)
- Pupils eligible for the 16-19 bursary
- Service pupils receiving Service Pupil Premium

Key reminder: Disadvantage is not the same as low ability. Every pupil is entitled to ambitious, high-quality teaching.

Our Strategy: Unlocking TALENT

Classroom Practice That Makes the Difference

- Seating plans: Disadvantaged pupils must be clearly identified (with sensitivity).
- Know your pupils: Use data (CAT4, FFT, reading ages) and tutor/house input to understand barriers.
- High expectations: Scaffold, don't simplify. Provide challenge and stretch.
- Targeted questioning & feedback: Check disadvantaged pupils' progress every lesson.
- Relationships matter: Build trust, encourage participation, reinforce belonging.
- Attendance & engagement: Follow up absences and encourage extracurricular involvement.

Ofsted Framework Link (2025)

Under the new Inspection Toolkit, inspectors evaluate how schools:

- Have a secure understanding of disadvantaged pupils' needs and use research-informed strategies.
- Align the Pupil Premium Strategy with whole-school improvement priorities.
- Ensure disadvantaged pupils access the full curriculum, achieve strong outcomes, and progress in line with peers.
- Demonstrate that all staff play a role in removing barriers through inclusive teaching.

When asked, you should be able to say:

- Who are the disadvantaged pupils in your class?
- What barriers do they face?
- How have you adapted your teaching?
- How do you know it's working?

**Remember: Every disadvantaged pupil is known, supported, and challenged to succeed.
High-quality teaching is the single most powerful lever we have.**