

Wrockwardine Wood C.E. Junior School



Disadvantaged &
Vulnerable Learners
1st Strategy

Updated – April 2026

Emotional Health and Wellbeing

At Wrockwardine Wood CE Junior School the emotional and mental health and wellbeing of our children, families and staff is of utmost importance to us. We endeavour to support each in this through our school motto of 'Love, Laugh, learn' and by 'living life in all its fullness' (John 10:10).



“Love, Laugh Learn”

We will ignite the ability in all to ***‘Love, Laugh and Learn’***, recognising the extraordinary and wondrous in everything and in everyone. Our rich, varied and creative curriculum, together with our Christian values, will empower all to flourish following Jesus’s promise ***‘I have come to give life and life in all its fullness.’*** (John 10:10)

Our School Christian Values



At Wrockwardine Wood CE Junior School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities

Disadvantaged & Vulnerable Learners 1st Strategy

At Wrockwardine Wood Church of England Juniors, we have a whole-school approach to ensuring disadvantaged pupils are consistently prioritised in planning, teaching, and wider provision.

Our Principles:

1. Equity over equality – vulnerable pupils may need more time, attention, and adapted provision to ensure fair outcomes.
2. Proactive, not reactive – support is planned in advance rather than added later when gaps appear.
3. High expectations for every learner – avoiding low expectations
4. Consistency – all staff commit to the same routines, expectations, and priorities.
5. Visibility – vulnerable pupils are *known* to all staff: their barriers, strengths, and needs.

What this looks like in lessons:

1. All adults can identify disadvantaged learners
2. Children grouped to aid support, whether this be together with other disadvantaged learners to support in groups, or with higher achieving children to model expectations.
3. Adult support points throughout the lesson where an adult will check in at several points

4. Challenging opportunities to ensure disadvantaged learners are stretched
5. Challenging questions directed at disadvantaged learners, sometimes with a brief pre-teach
6. Scaffolded support such as through visual resources, sentence stems and manipulatives
7. Encourage vulnerable pupils to articulate their reasoning and lead discussions.
8. Prompts and reinforcing instructions offered by all adults when needed
9. Knowledge organisers shared at the beginning of new topics to allow for equity

What this looks like in interventions:

1. Opportunities for pre-teach available across different subjects
2. Opportunities for over-learning available
3. Guided group work during lessons
4. Disadvantaged learners given opportunities in interventions as a priority

What adults in school will also do:

1. Build self-esteem in disadvantaged learners through opportunities to display work, send work home and prominent praise
2. Ensure correct equipment can always be provided discretely
3. Analyse data to identify gaps at the earliest opportunity
4. Provide responsibility through classroom and whole school jobs and roles
5. Provide additional thinking time before expecting a response
6. Mark disadvantaged learner's books first to quickly identify misconceptions

What this looked like for wider school life:

1. Disadvantaged children are offered clubs first
2. Disadvantaged children given the first opportunities such as selective school trips and free afterschool clubs

3. Lots of opportunities for representation in roles and responsibilities as well as sporting and musical representations out of school
4. The Pupil Premium Strategy Statement drives school improvement and vulnerable learners achievement

Summary Checklist (Quick Reference)

Every day, ask yourself:

- ✓ Have I *spoken* to all vulnerable pupils today?
- ✓ Did I *hear* from them during the lesson?
- ✓ Did I give them *teacher time*?
- ✓ Have I checked their understanding early?
- ✓ Did I plan something specifically with them in mind?
- ✓ Are they included in enrichment and opportunities?