

Pupil Premium Provision Map

Academic

Speech & Language (S&L)

Overview: All Reception and targeted KS1 pupils are assessed using 'Language Link' materials. EYFS team, including specialist S&L HLTA, provide daily, individualised S&L intervention.

Aim: To support disadvantaged pupils in achieving the Early Learning Goal (ELG) for Communication and Language, an overall Good Level of Development (GLD) and Key Stage 1 readiness.

Phonics

Overview: High quality, daily phonics lessons are taught with pupils receiving differentiated teaching and learning appropriate to stage, not age. Where pupils show first signs of falling behind, rapid and targeted daily intervention is swiftly put into place to catch pupils up; ensuring progress is not hindered over time.

Aim: Ensure disadvantaged pupils are confident readers by the end of KS1, they 'pass' the Year 1 Phonics screening.



Supporting the Whole
Child

Feedback

Overview: Teachers/HLTAs deliver and facilitate additional high quality 1:1 and small group feedback at least once a week. Where disadvantaged pupils are underachieving, pupils receive frequent verbal feedback.

Aim: Pupils and teachers have powerful learning conversations that have significant impact on progress during lessons and overtime.

Mentoring and Coaching

Overview: Teachers receive personalised mentoring and coaching to ensure quality first teaching for all.

Aim: Disadvantaged pupils make at least good progress from their starting points. The difference between disadvantaged pupils and others is diminished.

Curriculum

Overview: The newly adopted 'Cornerstones' curriculum provides a balance of curriculum areas. Pupils have the opportunity to flourish in their particular curriculum areas of strength, irrespective of their ability in core subject areas (Reading, Writing, Mathematics).

Aim: Pupils receive a varied diet of curriculum output during their time at Mount Charles, including Science, Creative Arts, Sport and Humanities.

Pupil Premium Provision Mapping 2018 - 2019

Family Support

Overview: Our Pastoral Care Manager and Learning Mentor work with families and children to provide pastoral care.

Aim: Pupils with additional needs supported through Early Help. Increased confidence and self-esteem. Pupils happier at school and at home. Children are more-able to access learning.

Attendance Team

Overview: Educational Welfare Officer, Attendance Officer and Assistant Head work with children and families to improve attendance and punctuality.

Aim: Improved attendance leads to greater achievement of pupils.

Trips and Residential

Overview: Pupils in receipt of Pupil Premium Grant (PPG) are entitled to percentage subsidy towards trips and residential across the year.

Aim: To support families with parent contributions to enrichment activities so that disadvantaged pupils benefit from extra-curricular and enrichment activities.

*Enrichment
Engagement
Well-being*



Supporting the Whole
Child

Social and Emotional Support

Overview: Trained 'Trauma Informed Mental Health' and 'ELSA' practitioners work to support emotional and behavioural needs of individual children.

Aim: Supporting children's individual emotional self-awareness, self-esteem, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break-up. The aim being that children learn better and are happier in school if their emotional needs are also being addressed.

Reaction Funds

Overview: Money set aside to respond to additional ongoing needs eg. Providing additional counselling, 1:1 support, uniform, additional external enrichment activities.

Aim: To help individuals in positive social integration, growth and development and emotional regulation. Pupils' progress remains on track as a result of appropriate support.

Area Resource Base (ARB)

Overview: We have a range of needs on roll in the ARB. Each child receives a curriculum that is closely tailored to meet their individual needs and Educational Health Care Plan (EHCP) targets. We aim to keep the environment calm, happy, purposeful and engaging for all at their own level. For this reason, each child's provision in the ARB may vary greatly in terms of experiences and curricular activities. All learning experiences are planned in close co-ordination with outside agencies involved with each individual child.

Aim: To ensure learning to be purposeful, fun, engaging and above all right for each child.