

Rationale

Children eligible for Pupil Premium at Reffley join our academy with a significant variance of life experiences. Some children who are eligible for Pupil Premium have limited general knowledge (cultural capital); others are exposed to a wider life experience by their parents/guardians: typically, this is dictated by their immediate locality. Although there is an active local community that provides a wealth of local activities, engagement of families eligible for Pupil Premium is varied.

To meet the needs of our community of children who are eligible for Pupil Premium, our curriculum has been designed to do the following:

1. Promote an ethos of high attainment for all pupils - all groups are viewed as having equal potential to succeed.
2. A high focus on quality teaching as a starting point.
3. An individualised approach to meeting the learning and emotional needs of each pupil.
4. Teaching and learning interventions are linked to classroom work, attainment is monitored and interventions are put in place quickly to address learning needs.
5. Deploy the most appropriate staff to support disadvantaged pupils – ones that know them well.
6. Support pupils’ social and emotional needs and develop engagement with families

Intent	Implementation	Impact
<ol style="list-style-type: none"> 1. All children, regardless of their background to succeed and be ready for their next stage in education. 2. All children to have a variety of rich experiences beyond those they would have at home. 3. Personalise learning and emotional support to meet the needs of the individual child and family. 	<ol style="list-style-type: none"> 1. To put the basics in place: <ul style="list-style-type: none"> • addressing attendance through regular monitoring (monthly/weekly depending on the family); discussion with family, support plans). • Good behaviour management through a well-established inclusion policy, academy values and individual plans where needed. • setting high expectations through academy values, distributed leadership, regular monitoring. • high quality teaching by robust teacher performance management, lesson and book monitoring, shared good 	<p>Know more</p> <ul style="list-style-type: none"> • Assessment for learning is embedded. Teachers know where the children are and what they need next. • Through building a relationship with families, staff have a clear understanding of what individual children need and establish a programme of targeted support. • Regular monitoring through Pupil Progress and Inclusion meetings to ensure plans/provision are fit for purpose.

	<p>practice, a 'learning culture' for staff and pupils, supervision for Early Years staff.</p> <ul style="list-style-type: none"> • Developing the role of TAs by robust appraisals, group monitoring, shared good practice, a 'learning culture' and supervision. • Engagement with families through the Family Support Adviser and Pastoral Support Teaching Assistant. <ol style="list-style-type: none"> 2. An emphasis on quality first teaching where teachers are attuned to the needs and next steps of all children. Lessons are designed to challenge and ensure children make good progress regardless of their starting points and circumstances. 3. Half termly Pupil Progress meeting are held to discuss progress of all children and determine next steps. 4. Monthly inclusion meetings to discuss the needs of all children eligible for Pupil Premium funding. 5. Targeted intervention is planned based on individual needs, e.g., <ul style="list-style-type: none"> ○ Daily check ins and a range of strategies to support managing emotions. ○ Self-esteem support using THRIVE interventions ○ Precision teaching based on an identified learning need. ○ Emotional and behaviour charts for home and school. 6. A personal budget for families to use to access additional activities e.g., class visits, after school trips, residential. 	<p>Do more</p> <ul style="list-style-type: none"> • The curriculum is designed to equip all children with the knowledge they need for their next stage in education. • A range of individualised strategies and interventions are put in place to overcome barriers to learning and managing emotions. <p>Remember more</p> <ul style="list-style-type: none"> • Teaching children a range of strategies to enable them to remember things (learning) and/or regulate their emotions. • Regular reminders and sessions to reinforce strategies learnt. • Holistic approach involving the whole family – this helps change to become sustainable and long term.
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