Ridgewell C of E Primary School - PPG on a Page

Impact - PPG

The school has an excellent relationship with all families enabling school and home to work together effectively.

PPG children feel happy and well supported in school and become confident learners.

Most children in KS2 will have a reading age equivalent or better to their chronological age.

Children are supported at 'point of need' in the classroom.

Children feel safe and confident to express their emotional needs to a designated adult.

Use of the spiral curriculum gives children the opportunity to re-visit learning

Implementation - PPG

Office Manager to liaise with new parents to check for eligibility and SENCO to meet to discuss support plan.

Open door policy explained to all parents to assist with excellent communication between home and school.

Support offered to non-literate families where needed.

Parents offered regular meetings throughout the year to discuss progress and support.

1:1 and small group support given for reading, writing, maths and SLT. Where appropriate Covid catch up funds have been used.

Ensuring all children had access to learning and appropriate support during lockdown including 1:1 sessions and IT equipment.

Ongoing training for staff including; WordAware, Inclusion partner, SEND station and Trust meetings.

Weekly visits by FAST to emotionally support children. Emotional first aiders trained in school. CPOMS used to monitor any concerns.

Progress in Reading age and comprehension monitored throughout the year.

Daily 1:1 and small group support sessions for reading including phonics, Toe by toe and Reciprocal Reading.

1:1 and small group support sessions for specific writing skills including work on presentation, spelling, punctuation, high frequency words and AFALs scheme.

Pupil Progress meetings held regularly between SLT, teachers and SENCO to assess needs.

HT and SENCO work closely with parents to encourage a good level of attendance

Grant divided into 6 areas: staffing, equipment, books, professional services, subsidies and CPD.

Office Manager and SENCO meet regularly to review grant and allocate according to needs.

PPG fund is used to fund a termly visit by SLT practitioner. Support is delivered under her guidance by staff, including a 'WordAware' approach to topic work.

Intent - PPG

- Ensure all eligible children are assessed and requirements met including additional SEND support.
- To identify individual barriers and plan to reduce/remove them via Quality First Teaching.
- Planned distribution of the grant to meet individual needs and monitored regularly.
- 'Diminish the difference' between themselves and the cohort.
- Suitably challenging work set to progress their learning whilst remaining within their 'zone of proximal development.'
- Endeavour to ensure their background does not affect their opportunity to learn.
- Ensure progress is at least as good as child's cohort.
- To ensure at least expected progress is made from starting point in reading, writing and maths
- To support their emotional well-being
- Coordinate support using outside agencies where appropriate, including SLT and emotional support
- Use 'pupil voice' and effective parental communication to support learning.
- To encourage a 'growth mindset.'
- Expand their 'Cultural Capital.'
- Develop 'life skills.'
- Staff to receive ongoing training to enable effective support.

Children will develop a 'growth mindset'

Children from non-literate families are not dis-advantaged.

PPG Children, alongside their cohort, will become resilient and independent learners, having courage and confidence as they develop their love of learning.

Many children continued to make progress with their learning during lockdown.

Attendance levels improve from specific families.

The academic 'difference' between PPG children and their cohort will be 'diminished.'

Children will attend school regularly to support their learning.

Children become more confident writers and can communicate in print.

PPG children in KS2 will have a reading age at least equivalent to their chronological age.

Staff will be trained and feel confident to support the needs of the children.

All PPG have access to school trips and extra- curricular clubs. The Arts are encouraged to develop confidence. PE is used to build confidence including inter school competitions.

Children will feel empowered to take an active role in their learning.

Barriers to learning will be identified and plan put into place to reduce/remove them via an APDR.

Children develop their self – regulation skills to help them deal with difficult situations.

Children will be able to complete tasks needed for life skills.

Resources purchased to support learning including books and Numicon

Speech and language issues children have will be assessed and supported.