


St Mary's Catholic Voluntary Academy Contextual Groups Provision

 <p>Intent At St. Mary's Catholic Voluntary Academy, we are committed to inclusion and strive for excellence for everyone. We aim to ensure all children, regardless of contextual group, have access to a broad and balanced curriculum which supports their academic, social, emotional and spiritual development. We work closely with children, parents and outside agencies to support our children, help them become more independent and prepare them for their adult life.</p>	<p>Personalised Timetable and Provision Aids all pupils to access learning and make progress, regardless of contextual group or particular need (as required)</p> <ul style="list-style-type: none"> ● Provides a specialist curriculum and personalised tasks to support and meet individual targets or overcome difficulties ● Helps to reduce and improve social, emotional, mental health and behavioural difficulties for all pupils. ● Helps to develop confidence, life skills, friendships and independence. 	<p>Curriculum and Enrichment Implementation All pupils, regardless of contextual group, have access to the National Curriculum through quality first teaching in every classroom, at an appropriate level, with additional support or scaffolding, if required. Mastery and challenge activities are provided for those pupils who are working towards or at Greater Depth in the curriculum.</p> <ul style="list-style-type: none"> ● All pupils have access to school trips and extra-curricular activities, such as Breakfast Club and After-School Clubs. Such activities are subsidised for Pupil Premium pupils and no pupil would be excluded from an activity due to financial reasons. ● All pupils in the academy have access to further enrichment activities such as Church visits, music events, assemblies, sport events, community events etc. ● We Forest Schools and life skills programme to ensure all pupils develop the skills needed for their ongoing education and can set goals and aspirations for their future. 	
<p>What are our Contextual Groups? 216 on roll GENDER Boys - 52% (167) Girls - 48% (157) SEND</p> <ul style="list-style-type: none"> ● SEN support (13%) 28 ● EHCP (3%) 6 ● NO SEND (84%) ● Pupil Premium - 44% (95) ● Non-Pupil Premium 56% (121) FSM (70) E6 (5) SG (4 - all are FSM) LAC (0) EAL - 12 different first languages spoken English 79% (171) Polish 6% (13) Other languages 15% (32) - Portuguese, Kurdish, Romanian, Lithuanian, Igbo, Latvian, Dutch, Malayalam, Ghanaian, Russian, Vietnamese. <p>ETHNICITIES 17 represented highest number being White British - 62% (133) White European - 14% (31)</p> <p>RELIGION Roman Catholic 20% (43), Church of England - 3% (6), Muslim 5% (10), Russian Orthodox 0.5% (1), No religion 60% (130) Not answered 12% (26)</p>	<p>Interventions</p> <ul style="list-style-type: none"> ● All pupils are included as part of their class ● Specialist and alternative provision is made available to individual pupils according to their assessed need with the support of outside agencies ● Identified children may have access to individual or small groups such as: Read Write Inc Phonics and Reading intervention; Maths groups; spelling and handwriting ● Compass Go, NSPCC, Teams Around Family and other outside agencies provide specialist support for SEMH and interventions where required; including bereavement support ● Accelerated Reader ● Teaching Assistants provide speech & language ● Forest School's lessons to be delivered to groups of children accessing Pupil Premium 	<p>Progress & Monitoring</p> <p>Impact</p> <ul style="list-style-type: none"> ● All pupils will make progress; building on their strengths ● Interventions and data are reviewed at least termly following NFER assessment program ● Pupil progress meetings are held three times per year with the HT, PP and SENDCo following termly assessment to discuss individual pupils and their progress. Actions from these meetings are recorded and then monitored going forward ● Provision Maps detail and monitor interventions which are additional to or different from peers and are adapted and updated termly, or sooner, if the need arises. ● Collaborate, Evaluate and Celebrate days-subject leads to monitor and assess lessons and books, looking at the opportunities given to pupil premium. Sharing outcomes and actions with SLT and staff ● Pupil voice - questionnaires 	<p>Support & Training</p> <ul style="list-style-type: none"> ● CPD is of the highest priority; all staff have access to both in-house and external CPD. Some of the PP funding used for this purpose to ensure all pupils receive and benefit from QFT ● Pupils receive scaffolded tasks, 1:1, small group or in class support to help them access the curriculum ● The curriculum is scaffolded or adapted to support a child's needs and encourage inclusion ● Alternative curriculum used with specific pupils to help meet assessed needs, when required. ● Other staff members to be trained in Forest School ● Compass Go/NSPCC provides specialist provision and initiatives to support pupils and their families ● PP/Contextual groups lead and SENDCo contribute regularly to staff meetings and lead training as required