



## Shoscombe Church School Pupil Premium Procedures

<b>Seating</b>	<i>PP pupils should be placed in locations where their progress within each lesson can be readily monitored by the class teacher and where they will be well supported by their peer and additional adults.</i>
<b>Pupil Premium Profiles</b>	<i>Pupil Premium profiles are held centrally and interventions are monitored and completed for every PP child where interventions are in place. Teachers complete termly provision maps for the whole class where PP pupils are considered individually for interventions and additional in-class support.</i>
<b>Questioning</b>	<i>Where appropriate depending on the activity or type of lesson, PP pupils will be asked at least one question requiring an extended answer each lesson. If the pupil cannot answer the question, follow-up questions or contributions from other pupils should be used to improve their response. Understanding should subsequently be checked.</i> <i>Class Teachers use named Lolly Sticks to help with questioning – all PP pupils have at least one additional lolly stick in the pot so as to ensure they are targeted for questions more frequently.</i>
<b>Marking</b>	<i>When marking activities take place within lessons PP pupils' work should be checked as a priority. When marking is self-assessment or peer assessment PP pupils should be checked to ensure this marking is effective. When marking is completed outside a lesson, priority will be given to making PP pupil books first.</i>
<b>Homework</b>	<i>PP pupils must be set regular homework which is marked in accordance with the School Marking and Assessment Policy. When homework is marked, PP pupils work should receive high quality formative advice at every possible opportunity.</i> <i>When PP pupils fail to complete homework, particular care should be taken that consequences are applied correctly and that the pupil is supported to catch up the work and have it marked thoroughly or is supported during the week to help complete homework.</i>

### Following assessments

<b>Tracking</b>	<i>Assessment data should be quickly entered into School Pupil Tracker Online. If a PP pupil is not making adequate progress then all interventions need to be reviewed and adapted to provide support to make better progress. Three times a year pupil progress meetings are held to identify PP children who are not on track and to review interventions. A tracking grid is completed and targets for PP children set.</i>
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### Other actions

<b>PP Interventions</b>	<b>As required:</b> <i>SEN Network provision</i> <i>Speech and Language provision</i> <i>Behaviour Panel provision</i> <i>Focused support for KS1 pupils in phonics &amp; maths through additional TA support</i> <i>1:1 reading</i> <i>Rapid phonics</i> <i>Nessy spelling</i> <i>Focused SEN support</i> <i>Year 6 Maths and English intervention groups</i> <i>Funding of educational visits and residential as required</i>
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	<p><i>Offer of a place at breakfast club as required</i></p> <p><i>WPA forest school nurture groups</i></p> <p><i>Thrive and other nurture interventions</i></p> <p><i>Lunchtime clubs</i></p>
<b>Pastoral Teams</b>	<p><i>We do not have a pastoral team. PP pupils are offered a range of pastoral interventions as above. Class teachers keep a regular check of PP pupil emotional well-being and seek support from SLT as required.</i></p>
<b>Headteacher/ SLT/ PP Coordinator</b>	<p><i>Will have access to school pupil tracker and Pupil Progress Grids to monitor the progress of PP pupils and will use this and cross-curricular information in referring pupils for PP intervention. The member of SLT will have oversight of progress of Pupil Premium pupils and will deploy available resources to narrow the gap in achievement between these pupils and others. The member of SLT responsible for PP pupils will also co-ordinate work sampling and pupil conferencing to review progress throughout the year.</i></p>