


## St. Bernadette's Catholic Primary Voluntary Academy Contextual Groups Provision

 <p style="text-align: center;"><b><u>Intent</u></b></p> <p>At St. Bernadette's Catholic Primary 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 style="text-align: center;"><b><u>Personalised Timetable &amp; Provision</u></b></p> <ul style="list-style-type: none"> <li>Aids all pupils to access learning and make progress, regardless of contextual group or particular need (as required)</li> <li>Provides a specialist curriculum and personalised tasks to support and meet individual targets or overcome difficulties</li> <li>Helps to reduce and improve social, emotional, mental health and behavioural difficulties for all pupils.</li> <li>Helps to develop confidence, life skills, friendships and independence.</li> </ul>	<p style="text-align: center;"><b><u>Curriculum &amp; Enrichment Implementation</u></b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>All pupils in the academy have access to further enrichment activities such as Church visits, music events, assemblies, community events etc.</li> <li>We provide a careers 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 (Cultural Capital)</li> </ul>
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<p style="text-align: center;"><b><u>What are our Contextual Groups?</u></b></p> <p>324 on roll</p> <p><b><u>GENDER</u></b> Boys - 52% (167)      Girls - 48% (157)</p> <p><b><u>SEND</u></b></p> <ul style="list-style-type: none"> <li>SEN support (13%) 43</li> <li>EHCP (2%) 5</li> <li>NO SEND (85%) 276</li> </ul> <p><b><u>PUPIL PREMIUM</u></b></p> <ul style="list-style-type: none"> <li>Pupil Premium - 24% (79)</li> <li>Non-Pupil Premium 76% (245)</li> </ul> <p>FSM (70)      E6 (5) SG (4 - all are FSM)      PLAC (3)</p> <p><b><u>EAL - 15 different first languages spoken</u></b> English 73% (235)      Polish 17% (55) Other languages 10% (34) - Portuguese, Slovak, Romanian, Lithuanian, Urdu, Arabic, Bengali, Malayalam, Panjab, Russian, Tami, Pahari (Pakistan), Filipino</p> <p><b><u>ETHNICITIES - 17 represented</u></b> highest number being White British - 58% (190) White European - 18% (59)</p> <p><b><u>RELIGION</u></b> Christian 73% (237) (Roman Catholic 52% (170), Christian 16% (52), Church of England - 3% (9), Methodist 1% (3), Ecumenica 0.3% (1), Baptist 0.3% (1) Muslim 7% (24) Hindu 2% (6) Sikh 1% (3) Buddhist 0.3% (1) Other faith (not given) 4% (14) No religion 11% (36)      Not answered 1% (3)</p> <p><b><u>Terms of Birth</u></b> Summer born 40% (131) Spring 71% (89) Autumn 32% (105)</p>	<p style="text-align: center;"><b><u>Interventions</u></b></p> <ul style="list-style-type: none"> <li>All pupils are included as part of their class</li> <li>Specialist and alternative provision is made available to individual pupils according to their assessed need with the support of outside agencies</li> <li>Identified children may have access to individual or small groups such as: Little Wandle Phonics and Reading intervention; Maths groups; and handwriting</li> <li>SEMH/Nurture team provide specialist support/interventions where required including bereavement support</li> <li>A wide range of interventions are used to meet a variety of assessed needs e.g. precision teaching, talk and draw, Lego play, Paired reading, sensory trails., CALL, Numicon</li> <li>Teaching Assistants provides speech &amp; language and OT interventions,</li> </ul>	<p style="text-align: center;"><b><u>Progress &amp; Monitoring - Impact</u></b></p> <ul style="list-style-type: none"> <li>All pupils will make progress; building on their strengths</li> <li>Interventions and data are reviewed at least termly</li> <li>Pupil progress meetings are held three times per year with the PP and SENDCo following termly assessment to discuss individual pupils and their progress. Actions from these meetings are recorded and then monitored going forward</li> <li>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.</li> <li>On-going professional conversations held as required to discuss individual and group interventions and adjustments made, if necessary.</li> <li>Pupil voice - questionnaires</li> <li>Evaluation of specialist interventions made each term using assessment data and adjustments made accordingly</li> <li>PP lead/ SENDCo observations, learning walks, provision map scrutiny and book-looks carried out and outcomes and actions shared with SLT and Staff</li> </ul>	<p style="text-align: center;"><b><u>Support &amp; Training</u></b></p> <ul style="list-style-type: none"> <li>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</li> <li>Pupils receive scaffolded tasks, 1:1, small group or in class support to help them access the curriculum</li> <li>The curriculum is scaffolded or adapted to support a child's needs and encourage inclusion</li> <li>Alternative curriculum used with specific pupils to help meet assessed needs, when required.</li> <li>Support offered and utilised from outside agencies, such as EMTAS, health and other professionals (Speech and Language Team, School Nursing Team, Health Visitors, VI Team, Physical Disabilities Team, ASET, Paediatricians, CAMHs)</li> <li>SEMH/Nurture Team provides specialist provision and initiatives to support pupils and their families, as well as staff mental well being.</li> <li>PP/Contextual groups lead and SENDCo contribute regularly to staff meetings and lead training as required</li> </ul>
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*'Striving for excellence in all that we do, reflecting the light of Christ to the world.'*

