

# ABINGDON LEARNING TRUST

## PUPIL PREMIUM STANDARD

### CORE PRINCIPLES

We believe that if our children 'can' they will be empowered to thrive in the classroom. We remove barriers and excuses to encourage ambition and self-belief.

Good attendance is key in changing the lives of our pupils and supporting families to ensure their child attends over 95%; this requires tenacity, empathy and support.

Being able to read, write and fully engage with learning, empowers our pupils and removes fear of failure.

Feeling nourished and ready to learn means that our pupils can engage with all learning opportunities and so we seek to remove hunger, embarrassment, fear and excuses.

Having broad opportunities that enrich the cultural capital of our pupils, means that they have contextual understanding, learn better and aspire for greater things.

A range of adult support helps our pupils to feel safe, supported and championed.

### 'I HAVE GOOD ATTENDANCE'

Close monitoring by the Inclusion Development Lead. Support to be put in to place where any problems or barriers are identified.

An inclusive curriculum for all children.

Early intervention for behaviour support and inclusion with outside agencies, including CAMHS and the attendance team

### 'I AM READY TO LEARN'

ELSA support to encourage good personal and social skills. A warm smile from a trusted adult to start each day.

Access to IT – chromebook or laptop loan, home provision with dongles and remote devices, as well as other learning equipment, to ensure barriers are removed

Spotlighting of children through questioning, prioritising of marking and giving feedback, to ensure next steps for learning are known and understood.

## ‘I HAVE GOOD LITERACY SKILLS’

Whole class, group and individual reading to develop fluency and to support comprehension development.

Phased Phonics groups in Reception and KS1.

Writing support, to share, compose and develop ideas for writing.

Reading for pleasure as part of our curriculum.

## ‘I HAVE SOMEONE WHO HELPS ME FEEL I CAN ACHIEVE’

Daily collaboration with our support staff, who oversee the individual needs of each pupil and establish what is needed to support aspirations

Spotlighting in lessons, to plan, assess and provide helpful support

Play leaders to develop communication and interaction at lunchtime.



## ‘I HAVE GOOD OPPORTUNITIES’

Encouragement to take on school leadership roles that build confidence and develop oracy.

Fully funded trips during the school day (e.g. Year group day trip) and priority places.

BASC funded places available on request.

Inclusive enrichment activities throughout the academic year.