



# Pupil Premium Policy

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## **Aims**

At Rose Green Infants, we have high aspirations and ambitions for our children and we believe that every child should succeed. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. This policy outlines how our Pupil Premium funding will be spent.

## **Background**

The Pupil Premium is a government initiative that targets extra money at pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their peers. The premium is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), children who are looked after (LAC), children who have been adopted from Local Authority care and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. At Rose Green Infants we will be using the indicator of those children eligible for FSM as well as identified vulnerable groups as our target children to 'diminish the difference' regarding attainment.

## **Context**

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequently behaviour difficulties, attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

## **Key Principles**

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

## ***Building Belief***

We will provide a culture where:

- staff believe in ALL children
- there are 'no excuses' made for underperformance
- staff adopt a 'solution-focused' approach to overcoming barriers
- staff support children to develop 'growth' mindsets towards learning

### ***Analysing Data***

We will ensure that:

- all staff are involved in the analysis of data so that they are fully aware of strengths and weakness across the school

### ***Identification of Pupils***

We will ensure that:

- ALL staff are aware of who pupil premium (PP), pupil premium grant (PPG) and vulnerable children are (from this section forward PP will refer to PP and PPG children)
- ALL PP children benefit from the funding, not just those who are making slow progress
- underachievement at all levels is targeted (not just lower attaining pupils)
- children's individual needs are considered carefully so that we provide support for those children who could be doing 'even better if...'

### ***Improving Day to Day teaching***

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- setting high expectations
- ensuring consistent implementation of the non-negotiable, e.g. marking, learning journey boards, maths challenges
- sharing good practice within the school and draw on external expertise
- providing high quality and relevant CPD
- improving assessment through joint moderation and locality moderation

### ***Increasing Learning Time***

We will maximise the time children have to 'catch up' through:

- improving attendance and punctuality
- providing earlier intervention

### ***Individualising support***

We will ensure that the additional support we provide is effective by:

- looking at the individual needs of each child and identifying their barriers to learning
- ensuring additional support staff and class teachers communicate regularly
- matching the skills of the support staff to the interventions they provide
- tailoring interventions to the needs of the child e.g. key words in a new topic to be taught to the child before the class begin the topic in class
- recognising and building on children's strengths to further boost confidence e.g paying for children to attend an after school club

### ***Responsibility***

Each child will have a 'Learning Plan' written by their class teacher which includes pupil voice.

## **Monitoring and Evaluation**

We will ensure that:

- a wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- PP children are discussed at the half-termly progress meetings so that the impact of interventions can be monitored regularly
- assessment data is collected termly and analysed to check that PP children are on track
- regular performance and feedback is given to parents
- interventions are adapted or changed if they are not working
- case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- the Headteacher and Deputy Headteacher maintain an overview of Pupil Premium spending
- one of the Co- Chairs of Governors has responsibility for Pupil Premium

## **Reporting**

When reporting about Pupil Premium funding we will include:

- information about the context of the school
- objectives for the year
  - reasons for decision making
  - analysis of data
- nature of support and allocation
  - learning in the curriculum
  - social, emotional and behavioural issues
  - enrichment beyond the curriculum
  - families and community
- an overview of spending
  - total PP and PPG received
  - total PP and PPG spent
  - total PP and PPG left
- a summary of the impact of PP and PPG
  - performance of disadvantaged pupils (compared to non-pupil premium children)
  - other evidence of impact e.g. OFSTED
  - case studies (pastoral support, individualised interventions)
  - implications for Pupil Premium spending the following year

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

This policy was agreed by Chair's Action on 24/1/2018