

Kingsmead Pupil Premium Policy (Joint policy with our feeder schools)

Aims

This is a joint policy drawn up with Kingsmead School.

The actions and interventions are shared with Kingsmead during transition.

At Cotford St Luke Primary School we have high aspirations and ambitions for our children and we believe that no child should be left behind. 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.

Overview

The pupil premium is a government initiative that targets extra money at pupils who meet a specific set of criteria, including whether they are, or have been, in receipt of free school meals. Comprehensive and well-established research shows that these pupils underachieve compared to their peers. The premium is provided to enable these pupils to be supported to reach their potential.

There are three categories of children that qualify for pupil premium:

- **Children who are eligible for free school meals (FSM)**
- **Looked after children**
- **Armed forces children**

Context

When making decisions about 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 frequent behaviour difficulties and

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

- We will provide a culture where staff believe in ALL children;
- We will ensure that there are ‘no excuses’ made for underperformance;
- We will support staff in adopting a solution-focussed approach to overcoming barriers;
- We will seek to ensure that teaching and learning opportunities meet the needs of all of the pupils;
- We will seek to ensure that appropriate provision is made for pupils who meet the relevant criteria. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
- In making provision for socially disadvantaged pupils, we will recognise that not all pupils who receive free school meals will be socially disadvantaged;
- We will also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the premium as the school sees fit to ensure all pupils achieve their potential.

Analysing data

We will ensure that:

- All staff are involved in the analysis of data for their students so that they are fully aware of the needs and priorities for their pupils;
- We use research when appropriate, such as the EEF’s Sutton Trust toolkit, to support us in determining the strategies that will be most effective;
- Pupil premium children receive expedient support for their individual needs.

Identification of Pupils

We will ensure that:

- All staff are aware of who pupil premium and vulnerable children are;
- All pupil premium children benefit from the funding, not just those who are underperforming;
- 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 and provision

Quality First Teaching has the greatest impact on the outcomes for all children. As a school, we will ensure that the following impact on the attainment, progress and holistic wellbeing of pupil premium students:

- Facilitate pupil' access to education;
- Facilitate pupils' access to the curriculum;
- Provide additional teaching and learning opportunities;
- Provide alternative support and interventions;
- To continue to set high expectations;
- Ensure precise differentiation;
- Provide small groups support and individual support from a range of staff members;
- Support the funding of enrichment activities and educational visits;
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading;
- Share good practice within the school and draw on external expertise;
- Provide high quality CPD;
- Improve assessment through joint levelling and moderation.

Increasing learning time

We will seek to maximise children's learning time:

- Through monitoring and close liaison with the educational attendance officer, parents and pupils we will seek to maximise pupils' learning time with improved attendance and punctuality where required);
- By ensuring that any necessary interventions are in place quickly.

Additional support

We will ensure that any 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;
- Using the most experienced and skilled teachers to provide high quality interventions across their phases;
- Matching the skills of the support staff to the interventions that they provide;
- Working with other agencies to bring in additional expertise;
- Providing extensive support for parents:
 - To develop their own skills (English, mathematics and computing through family learning courses);
 - To support the children's learning within the curriculum;
 - To manage in times of crisis, for example through engaging with the PFSA;
- Tailoring interventions to the needs of the child (e.g. targeted mathematics and English sessions in the afternoons for those who may struggle in the main lesson);
- Recognising and building on children's strengths to further boost confidence.

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;
- Assessment data is collected half termly so that the impact of interventions can be monitored regularly;
- Assessments are closely moderated to ensure they are accurate;
- Teaching staff attend pupil progress meetings each term and the identification of children is reviewed;
- Regular feedback about performance is given to children and parents;
- Interventions are adapted or changed if they are not working;
- Case studies are used to evaluate the effectiveness of interventions.
- The headteacher maintains an overview of pupil premium spending, and works alongside the SLT to ensure provision is based on accurate monitoring and evaluation processes;
- A governor is given responsibility for pupil premium and takes an active role in ensuring successful outcomes for these children.

Reporting

It will be the responsibility of the headteacher and SENCo, to regularly report to the governors on:

- the progress made towards narrowing the gap, for pupil premium pupils;
- an outline of the provision that was made since the last meeting;
- an evaluation of the cost effectiveness and impact of the provision in terms of the progress made by the pupils receiving a particular provision.

When reporting about pupil premium funding we will include:

1. Information about the context of the school

2. Objectives for the year

- Reasons for decision making
- Analysis of data
- Use of research when appropriate

3. Nature and support of allocation

- Learning in the curriculum
- Social, emotional and behavioural issues
- Enrichment beyond the curriculum
- Families and community

4. An overview of spending

- Total PPG (pupil premium grant) received
- Total PPG spent
- Total PPG remaining

5. A summary of the impact of PPG

Parents will receive information as to the progress of pupils through personal information sent home on individual education plans (where relevant) and through reporting of assessment results at the end of each term and the academic year.

The governors of the school will ensure that there is an annual statement to parents on how the pupil premium funding has been used to address the issue of 'narrowing the gap', for these pupils. This task will be carried out within the requirements published by the Department for Education and will appear on our school's website.