



Castlecroft Primary School
Pupil Premium Policy 2017
(Dis-advantaged – Government Term)



Aims:

At Castlecroft 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 makes the difference between success and failure. At Castlecroft Primary School we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect to increase the proportion of pupil premium children matching or exceeding the achievements of non-pupil premium.

This policy has been written in line with ‘The UN Convention on the Rights of the Child’ article 2 (non-discrimination), article 3 (best interests of the child) and article 28 (goals of education).

Background:

The pupil premium is a government initiative (official term ‘Dis-advantaged’) that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived 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), looked after children 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.

Context:

Castlecroft Primary School currently has approximately 20% pupil premium children. 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 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

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 and know their barriers to learning
- there are ‘no excuses’ made for underperformance
- staff adopt a ‘solution-focused’ approach to overcoming barriers
- staff support children to develop mind sets towards learning.

Building belief in our pupil premium children comes from an understanding of their barriers to learning. At the end of each term class teachers will undertake a pupil premium review to consider the progress made and to understand the needs and barriers to their learning. Barriers to learning will then be discussed within data meetings and suitable interventions (including non-academic interventions) will be put in place.

To encourage a belief in every child at Castlecroft an ethos of respect is being reinforced through the behaviour policy and assembly themes and is embedded in learning behaviours across school life.

A 'solution-focused' ethos has been created to support the needs of pupil premium children.

For example:

- Weekly 'Homework Club' is available as a supportive session and led by the Senior Leadership Team to provide resources, laptop access, help with homework and mentoring. The Senior Leadership Team evaluates the impact of the homework club by monitoring participation in whole school initiatives by pupil premium children.
- Spare PE kits are available for children to use.
- Financial support to help meet the costs for paid opportunities is available.

Analysing Data – we will ensure that:

- all teaching staff are informed of the outcomes of data analysis so that they are fully aware of strengths and weaknesses across the school
- Teaching staff are responsible for analysing the data for their own class and bringing the outcomes of this to termly data meetings
- we use professionals to support us in determining the strategies that will be most effective.

Identification of Pupils – we will ensure that:

- all teaching staff and support staff are involved in identifying pupils who require additional support through
 - marking and assessment opportunities
 - through observations of their emotional well being and behaviours to learning.
 - Through monitoring of their punctuality and attendance
- 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 stages 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 school receive good teaching, with increasing percentages of outstanding teaching achieved by using our Senior Leadership team to

- set high expectations
- address any within-school variance
- ensure consistent implementation of the non-negotiable tasks, e.g. marking
- share good practice within the school and draw on external expertise
- provide high quality continue professional development
- improve assessment through work sampling, standardisation and moderation.

Increased learning time – we will maximise the time children have intervention through:

- monitoring attendance and punctuality and provide support and intervention when the need arises
- provide a calm hard working ethos in all classes where children are able to focus and there is little wasted time
- Using sessions beyond the school day to provide additional learning time.

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 support staff and class teachers communicate regularly
- using teachers and support staff to provide high quality interventions across their phase
- matching the skills of the support staff to the interventions provided
- working with other agencies to bring in additional expertise
- providing extensive support for parents through meetings, target settings, advice and supporting agencies.
- tailored interventions to the needs of the child through accurate assessments
- providing a broad rich curriculum where children experience success and use this confidence to tackle the things they find difficult.

Monitoring and Evaluation

We will ensure that:

- a wide range of data are used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- assessment data is collected termly so that the impact of interventions can be monitored regularly
- assessments are closely moderated to ensure they are accurate
- teaching staff and support staff contribute to pupil progress meetings each term and the identification of children is reviewed
- regular feedback about performance is given to children and parents
- interventions are planned by the teacher or senior leaders and there is good communication between them and the person delivering the intervention. Impact of intervention is assessed by the teacher and decisions made about next steps are shared with senior leaders
- the impact of pastoral interventions, such as on attendance and behaviour is monitored carefully
- a designated member of the staff maintains an overview of pupil premium spending – Headteacher – Mr A Dyll supported by SENCO – Mr P Dimmock
- One governor has been given responsibility for monitoring the impact of pupil premium expenditure – Mrs K Rogers
- Pupil premium progress is a regular item on the Headteacher's report which is presented to the board of Governors on a termly basis
- Pupil premium progress is a regular item on the curriculum and finance committee governor meetings.

Reporting

When reporting about pupil premium funding we will include:

- information about the context of the school
- objectives for the year
- nature of support and allocation
- an overview of spending

- a summary of the impact.

The Board of Governors will consider information provided and will ensure that there is an annual statement to 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 against non-pupil premium children. This task will be carried out in line with the requirements published by the Department for Education.

Signed by

Mr A Dyll

Headteacher Date:

October 17

Mrs S Hemming

Chair of Governors Date:

October 17

Next review date: October 2019