Anderton Primary School

Pupil Premium Policy

Pupil Premium Lead: Mrs Laithwaite

Pupil Premium Governor: Mr M Frost

Aims
Our aims for all children are as follows:

- To aim high in all areas of school life
- To provide a curriculum which inspires a love of learning
- To treat ourselves and others with kindness and respect
- To celebrate the individual
- To challenge and encourage independent thinking
- To have a strong relationship between home, school and the wider community.

In line with our school motto “We explore, we create, we innovate”, we at Anderton Primary School believe that all children should be given every chance to achieve their full potential. This policy will outline how we will ensure that our pupil premium funding is spent to maximum effect to overcome any barriers to learning.

Background
The pupil premium is a government initiative that targets extra money at pupils from deprived backgrounds, in local authority care, adopted from care and families in the services. Research shows that pupils from these backgrounds underachieve compared to their peers. The premium is provided to enable these pupils to be supported to reach their full 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. At Anderton Primary School we will be using the indicator of those eligible for FSM as well as identified vulnerable groups to target children to “close the gap” 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 the pupils this funding is aimed at can be; less support at home, weak language and communication skills, lack of confidence, more frequent behavioural difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. Some of these pupils experience a number of these barriers and some experience none. The challenges are varied and there is no “one size fits all” solution.

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 weaknesses across the whole school
- we use research to support us in determining the strategies that will be most effective

Identification of Pupils
We will ensure that:

- **all** teaching and support staff are involved in the identification of pupils needing support through analysis of data and a thorough knowledge of their pupils
- **all** staff are aware of who pupil premium and vulnerable pupils are
- **all** pupil premium children benefit from the pupil premium 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 we can provide support for children who could be doing “even better if…”

Improving Day to Day Teaching
We will continue to ensure that **all** children across the school will receive good teaching. This will be achieved by leaders:

- setting high expectations
- addressing any within school variance
- ensuring consistent implementation of policies
- sharing good practice within the school and drawing on external expertise
- providing high quality CPD
- continuing to improve assessment through joint assessing and moderation

Increasing Learning Time

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

- actively teaching Behaviour for Learning to maximise lesson time
- improving attendance and punctuality
- providing earlier intervention (EYFS and KS1)
- homework club

Individualising support

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

- looking at the individual needs of each child and identifying their barriers to learning
- ensuring all staff communicate regularly and effectively
- providing high quality intervention across all phases
- matching the skills of staff to the intervention they provide
- working with other agencies to bring in additional expertise
- providing or advising on support for parents to help their child’s learning
- tailoring intervention to meet the child’s specific needs
- recognising and building on children’s strengths
- recognising the need for extra support, for a set period of time, in times of crisis

Monitoring and Evaluation

We will ensure that:

- a wide range of data and evidence from monitoring (e.g. book scrutinies, data, observations and the views of staff, parents and pupils) is used to inform the support being provided
- assessment data is collected regularly, so the impact of support can be monitored
- assessments are moderated internally and externally to ensure they are accurate
- staff attend and contribute to pupil progress meetings and review the identification of pupils
- regular feedback is given to children and parents
- interventions are adapted or changed if they are not working
- provision mapping keeps a record of support given to pupils
- the pupil premium governor will meet regularly with the pupil premium lead to oversee the use and effectiveness of the pupil premium grant

Reporting

When reporting about pupil premium funding we will include:

- information about the context of the school
- objectives for the year
- information about the nature of support and its allocation
- an overview of spending
- a summary of the impact of the PPG (pupil premium grant)

Version Control

Named Owner:	Mrs Laithwaite (Pupil Premium Lead)
Date Of Creation:	September 2018
Ratified By Governors:	November 2018
Next Scheduled Review:	November 2020