



Goring C E Primary School

Faith, Love and Learning

**PUPIL PREMIUM
POLICY**

2016-17

Review: Autumn Term 2017

Headteacher - Mrs Clare Jee

School Aims

- To reflect our Christian character through worship links with St Mary's Church and in daily living and learning
- To provide a happy and secure learning environment
- To ensure that children know and understand the importance of a healthy lifestyle and staying safe.
- To provide an excellent standard of education and pastoral care for all pupils
- For children to enjoy learning through an enriched and creative curriculum that motivates and inspires
- To support all aspects of a child's spiritual, moral, social, cultural, emotional, intellectual and physical development
- To provide opportunities for children to maximise their potential through a broad and balanced curriculum
- To ensure equal access to the curriculum and all aspects of school life for pupils, regardless of background, ability, gender or ethnicity
- To use a range of teaching strategies and techniques to motivate and inspire children to become independent, willing and active learners
- To value each child for his or her uniqueness
- To help pupils to understand the cultural diversity of the world in which they live and the interdependence of individuals, groups and communities
- To help children enjoy, appreciate, respect and care for their environment
- To ensure high standards of behaviour
- To promote close links between home and school

School Values

- ❖ We value the Christian faith and the inspiration, guidance and support it gives us
- ❖ We value and respect the right of others to hold different religious beliefs
- ❖ We value ourselves and others as unique individuals, capable of spiritual, moral, social, intellectual and physical growth and development
- ❖ We value working together promoting relationships as fundamental to mutual development and fulfilment for the good of communities
- ❖ We value truth, respect, fairness, equality, the right of all and the need to work together
- ❖ We value family as the basis of a society in which people love, support and care for others
- ❖ We value the world around us, as a source of wonder and inspiration for learning

Mission Statement

Our mission statement is for children to SPARKLE;

S	Stay safe
P	Participate
A	Achieve
R	Respect
K	Keep fit and healthy
L	Love God
E	Enjoy

Key Principles

To maximise the benefit of pupil premium funding by providing a culture in which:

- Staff believe in the potential of ALL pupils
- Staff encourage children to have a growth mindset towards their learning and their personal development
- Staff adopt a solution-focused approach to overcoming barriers
- There are no excuses for underperformance

To identify those pupils at risk of underachievement by:

- Ensuring that all staff are involved in identifying vulnerable pupils and assessing their strengths and weaknesses
- Being vigilant so that we identify vulnerable pupils early
- Ensuring that all staff know which pupils in their class are pupil premium and/or vulnerable
- Identifying underperforming pupils at any ability level

To ensure the best outcomes for all children we will ensure that:

- All teachers are involved in analysing data so that they are aware of the individual strengths and weaknesses of pupils in their class
- We use research such as from the Sutton Trust to help us determine the most effective interventions to use
- ✓ We work closely with parents to support them in their role

Background

Research has shown that disadvantaged pupils underachieve compared to their peers. The Pupil Premium Grant is a Government initiative that targets extra money at disadvantaged pupils with the aim of raising their attainment. The grant aims to

support schools to minimise the impact on identified pupils in order to narrow the gap between their performance and that of their non-disadvantaged peers.

The Government uses pupils entitled to free school meals (FSM), children who are looked after (CLA) and children with a parent in the services as indicators of deprivation and deploys a fixed amount of money to schools per pupil, over a rolling six year period. Schools are accountable as to how they spend this money and data is included in performance tables to show the attainment of pupils who receive free school meals compared with their peers.

Provision

In providing for pupils in receipt of the PPG it is important to recognise that a number of factors may result in a barrier to learning. Common barriers are lack of support from home, weak language and communication skills, lack of confidence and/or low self-esteem, social and emotional needs, reduced attendance and punctuality. There may be complex situations at home that inhibit a child's ability to flourish.

However, it is also important to recognise that not all pupils who receive free school meals will experience deprivation and not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to use Pupil Premium funding to support any pupil the school has identified as being disadvantaged.

The range of provision:

The Governing Body will ensure that the school is making delivering effective provision through:

Quality First Teaching:

- The Senior Leadership Team will continue to ensure that all children benefit from quality inclusive teaching which takes into account their learning needs
 - High expectations of all pupils will be maintained by all staff
 - Good practice will be shared (from internal and external resources)
 - High quality professional development will be delivered to staff
 - Pupil assessment and data analysis will be used effectively to inform practice.
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- Increasing Learning Time:
 - Improving attendance and punctuality
 - Providing early identification and timely interventions
 - Working with parents to support them in helping their children at home
 - Facilitating access to educational opportunities beyond the school day

- Individualising support:
- Considering factors such as attendance, attainment, equality and enrichment when identifying need
- Identifying barriers to learning and planning measures to overcome them
- Delivering tailored support by establishing a baseline of what a child can do and what their next steps should be
- Delivering targeted support that is specific, measurable and time-limited
- Ensuring good communication between support staff and class teachers
- Recognising and building on strengths to increase confidence

- **Monitoring**

- The Headteacher and Inclusion Leader will maintain an ongoing programme of support for pupils in receipt of pupil premium funding, which will be monitored by the Pupil Welfare Committee.

- Effectiveness of provision will be monitored by:
- Termly pupil progress meetings between the Headteacher, Inclusion Leader and class teachers
- Class provision maps, reviewed and updated half-termly by class teachers and evaluated for impact during pupil progress meetings
- A range of achievement data is used including teacher assessments, observations, work scrutiny, case studies, moderation, learning journals and staff, parent and pupil voice
- Regular marking and feedback given to pupils and by pupil self-evaluation
- Regular feedback about performance is given to parents and children
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions such as on behaviour and attendance

- **Reporting**

- It is the responsibility of the Inclusion Leader to provide termly reports to the governors. The Governors will ensure that there is an annual statement to parents on the school's website outlining how the school has used its pupil premium grant to close the gap and raise the attainment of pupils eligible for pupil premium.

- When reporting about pupil premium funding we will include:
- Current information on the context of the school
- Objectives for the year
- Provision for identified pupils
- An overview of spending:

- Total PPG (pupil premium grant)
- Total PPG spent
- Total PPG remaining
- A summary of the impact of PPG including:
 - Performance of pupil premium children compared to non-pupil premium children
 - Case studies, feedback from monitoring
- Implications for PPG spending for the following year

Success Criteria

The evaluation of this policy is based on how well the school has closed the gap between disadvantaged pupils and their peers and how well pupils eligible for PP funding have performed (compared to peers in school and nationally). Targets will be identified annually and included in the School Development Plan.

Last Review: Autumn Term 2016