



# **Pupil Premium Policy**

**January 2019**

**Review Date: January 2021**

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## SECTION 1: Patcham Infant and Nursery School's Values

### Who we are



**Our Purpose**  
To work with our diverse community empowering all children to dream without limits, embrace challenge and actively shape their own worlds for life-long learning.

**Our Goals**

- Outstanding outcomes through high quality learning and teaching
- Resilient, resourceful, reflective and collaborative children
- Engaged and respectful members of the community
- Nurturing, stimulating and enabling environments

**Our Vision**  
**We dream, we aspire, we thrive.**  
**Powerful learning for life.**

**Our Values**

- ❖ Children at the heart of all we do
- ❖ Growth Mindset
- ❖ Laughter, friendship and celebration
- ❖ Curiosity and innovation
- ❖ Equality and inclusion
- ❖ Emotional wellbeing
- ❖ Global responsibility
- ❖ Developing relationships – respect, trust and empathy

**Patcham Infant School**  
Learning, laughter and friendship

Patcham Infant and Nursery School is an inclusive school where we ensure all children work towards our vision **'We dream, we aspire, we thrive'** through our goals and values. It aims to be a learning community for all, fostering positive partnerships with parents and the community. It is a vibrant and caring school where children are happy, where diversity is valued and successes are celebrated. All children matter and should be enabled to achieve through dynamic leadership, quality teaching, excellent resources and support for their individual needs.

We aim to ensure that our school is a calm, safe, stimulating, vibrant, purposeful, welcoming, fun, accessible and positive learning environment. We believe that all children have a right to an education that meets their needs. We are committed to reducing the barriers to learning for all pupils. We recognise that creating an inclusive school requires time, commitment, support and reflective practice.

### **Our Equalities Statement**

Patcham Infant and Nursery School is a learning community for all, where children and adults are valued equally and unconditionally. We will not tolerate and will challenge discrimination on the grounds of gender, race, sexuality, religion, culture, social backgrounds, special educational needs, or disability.

## **Our Safeguarding Children Statement**

Patcham Infant and Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## **SECTION 2: Equalities**

**“Being equal does not mean that we all get the same, but that we all get what we need.”**

Our school vision ensures that the whole of the school community hold the same ethos and beliefs around equality. At Patcham Infant and Nursery School we believe in creating a positive learning ethos where children are actively involved in engaging and stimulating learning experiences. We aspire to create lifelong, reflective learners, equipping our children with knowledge, skills and understanding to help them to make informed choices throughout their lives.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning. We endeavour to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs.

## **SECTION 3: Introduction**

The Staff and Governors of Patcham Infant and Nursery School are totally committed to ensuring that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils so that all make maximum progress and reach their potential. Our school welcomes and shares the government’s aim of tackling all forms of disadvantage and working tirelessly to ensure inclusion and equal access for all learners.

We recognise that the pupil premium funding is allocated to children in receipt of free school meals and is a means of addressing some of the issues associated with social disadvantage. In particular, narrowing and hopefully eventually closing any gap in attainment where this exists. In making appropriate provision for this we also acknowledge that not all pupils in receipt of free school meals are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Headteacher and Governors reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as needing additional support to achieve improved outcomes in learning and/or well-being.

## **SECTION 4: Provision**

We aim to combine a range of quality first inclusive teaching (QFIT) and interventions that can help address barriers to learning using a holistic approach to a child. These interventions are varied and specific to named pupils in groups or 1-1; they happen in the class based lessons, small groups, specialised programmes, parental support and engagement, social integration and working with outside agencies.

The idea of the support is to increase the access to educational opportunities for all, removing barriers and diminishing the difference in attainment and progress. At Patcham Infant and Nursery School pupil premium children and their progress are everybody's responsibility and it is embedded in our practices. We ensure that funding is allocated appropriately and this support is monitored and reviewed through the following procedures:

- Pupil progress meeting
- Provision mapping
- Planning
- Pupil Premium targets and 'grab bags'
- Priority feedback in lessons
- Attendance monitoring
- Inclusion Coordinator meetings
- SLT meetings
- PP Vulnerable Groups are reported to Governors on a termly basis
- Local and national data

Pupil Premium provision and evaluation is published in the 'parents' section of our school's website.

## **SECTION 5: Rationale for decisions about provision**

The rationale for resource deployment is decided by the school, based on the following principles:

- effectiveness and impact so that progress and achievement is maximised for every pupil
- flexibility
- fitness for purpose
- value for money acknowledging appropriate accountability
- equity
- inclusivity

Pupil premium funding will be used in the first instance to support the learning needs of children in receipt of free school meals who need extra support, however, this provision may well also include other children who have been identified as 'vulnerable' or needing support to reach national attainment expectations.

Such decisions will be at the Headteacher's discretion. The school's leadership

team, will monitor the attainment and progress of all pupils and decide which pupils need additional provision and what this provision will be. We use on-going assessment to identify children's learning needs and plan next steps teaching. A range of additional support may be provided that is felt to best meet the child's needs at the time.

We always seek to provide outstanding quality first inclusive teaching for all pupils. Timely, precision teaching intervention is also used to maximise pupils' progress and attainment. When considering the deployment and funding of additional support through pupil premium and other school budget monies, we take into account carefully the following options in-order to maximise the impact for the pupil through:

- facilitating pupils' access to education
- facilitating pupils' access to the school's curriculum
- support in addition to the provision made in the classroom e.g. specific programmes or targeted interventions
- additional opportunities to enhance or complement the school offer e.g. after school clubs etc

### **SECTION 6: Monitoring and evaluating provision**

Once decided, additional provision is monitored session by session by those staff providing support. Adaptations are then made as necessary. The overall effectiveness and impact is evaluated termly, usually through year group attainment and progress meetings. In evaluating effectiveness, a range of evidence is used including:

- attainment and progress outcomes;
- feedback from staff, the child, parents and other professionals who may be involved;
- examples of learning through photographs, recorded learning, transcriptions or tapes of what the child says;
- anecdotal, impressionistic evidence relating to improved confidence, well-being, attitude, behaviour etc.

The governors will have a monitoring oversight of the use of pupil premium funding and the provision it supports.

### **SECTION 7: Reporting and accountability**

It will be the responsibility of the Headteacher, or a delegated member of staff, to monitor the allocation of pupil premium termly and to use as appropriate information on the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils, in the form of:

- the teacher assessment data we collect,
- comparative data for all none socially disadvantaged pupils by year group
- an outline of the provision that was made during since the last meeting
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils

receiving a particular provision, when compared with other forms of support.

At the start of each academic year the Headteacher will provide an annual report to the Governors at an autumn term meeting. This report will also be posted on the school's website.

This report will follow DfE and LA guidelines and will detail the following:

- the school's total pupil premium allocation for the preceding school year
- the number of pupils who received pupil premium funded support
- the value of the premium to each pupil
- the range of intervention support funded by the pupil premium and the cost of each type of intervention
- a statement on the impact of each intervention programme in each year group for those children receiving it with illustrative data on pupil progress where this exists
- an indication on how pupil premium will be spent in the forthcoming year and the rationale for these decisions
- when/if available from the DfE, comparative data showing our school's progress relative to other schools nationally through the modified national data.

## **SECTION 8: Complaints**

It has been indicated by the DfE that it is intended that parents will be able to request access to their child's share of the premium. As the intervention programme the school implements will be planned in advance and will account for all of the funding available to the school for these activities, funding will not, therefore, be available to parents to arrange their own chosen interventions. Our policy, therefore, is that this will not be allowed. The Headteacher, possibly accompanied by a governor if considered necessary, will meet with the parent and seek to come to an understanding and agreement about how funding will be best used for the individual.

Any allegation, complaint, disagreement or appeal regarding the deployment of pupil premium funding will be considered by a panel of governors convened by the chair of governors, as necessary, for this purpose.

## **SECTION 9: Monitoring and Reviewing of Policy**

The governing body will monitor the impact of this policy by receiving an annual report as well as monitoring during governor visits.

Following any changes to the policy, all staff will be consulted and the revised policy will be posted on the school website.

This policy will be reviewed every 2 years as part of the school's cycle. However, this can be sooner to reflect new information or changes as to what is required.