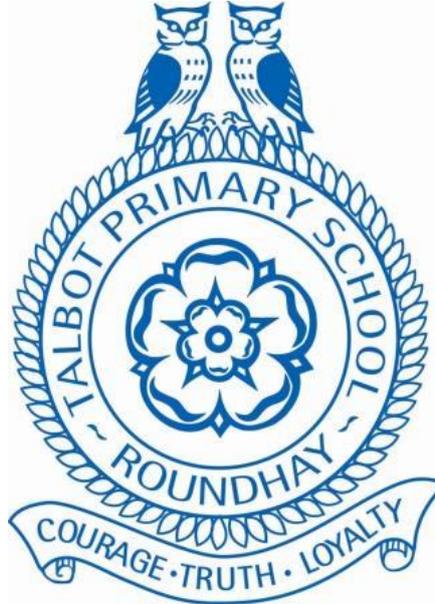


Talbot Primary School



Pupil Premium Policy

Reviewed/Revised: November 2016

Next review: November 2019

Office use:

Statutory	-
Web	-
Staff Notices	-

Aims

At Talbot Primary School we have high aspirations and ambitions for all 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 thirst for knowledge and your dedication and commitment to learning, that make the difference between success and failure. We are determined to ensure that our children are given every chance to reach their full potential. This is based on the school's core principles of 'Courage Truth and Loyalty'.

Background

Pupil Premium is a government initiative designed to target resources on those children who are deemed to be from a disadvantaged background. Money is provided for pupils who have been on Free School Meals (FSM) at any point over the past six years (Ever6). Pupil Premium has a value of £1320 per eligible pupil and an additional allocation of £1900 for any children who have been looked after for one day or more. There is a smaller provision for children who have a parent in the armed services.

Context

The government does not stipulate how the money should be spent, but it is clear that the money should be used to promote strategies which close the gap between the highest and lowest achieving pupils, both academically and socially. Schools have the freedom to spend the premium, which is additional to their underlying budget, in a way they think will best support raising the achievement of funded pupils, in comparison with their Non-Pupil Premium peers. This comparison to Non-Pupil Premium pupils, is both within the school and nationally, whatever their academic starting point and potential. The targeted and strategic use of pupil premium will support us in achieving our overall vision.

Principles

By following the key principles below, we believe we can maximise the impact of our premium spending.

Building Belief

We will provide an environment where:

- Staff believe in ALL children
- Staff have a solution focused approach to overcoming barriers
- Staff support children to develop a positive Growth Mindset and a passion for learning.

Analysing Data

The school will ensure that

- We will regularly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence.
- All staff are involved in the analysis of data so that they are fully aware of the requirements for Pupil Premium Funding.

Identification of Pupils

- The Headteacher and Senior Leadership Team are responsible for Pupil Premium provision, with specific delegated responsibilities taken by individual members of staff, including those responsible for English, Maths and Inclusion.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM). We will, therefore endeavour to ensure that entitled parents and carers are supported sensitively in applying for the meals, and any additional funding they may be entitled to.
- All children benefit from the funding, either directly or indirectly, through inclusion in small group interventions.
- Underachievement at all levels is targeted (not just lower attaining pupils)

Quality First Teaching

We will continue to ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that quality first teaching (QFT) is provided throughout the school.

- Teachers will share good practice within the school and draw on external and internal expertise.
- Effective whole school strategies, including Growth Mindsets and Talk Matters will support a culture of engagement and high aspirations in the classroom.
- The school will provide high quality CPD.
- The senior leadership team will facilitate the improvement of assessment through joint levelling and moderation.

Individualising Support

We will ensure that the additional support we provide is effective by;

- Looking at the individual needs of the child and identifying their barriers to learning.
- Aiming to accelerate progress, moving children to at least the national expected standard (secure) especially in English and Maths, as well as in areas where eligible pupils show a particular aptitude, but where their parents' financial circumstances prevent them from accessing specialist coaching or instruction. This could include on-site music tuition or sports coaching.
- Tailoring interventions to the needs of the child (e.g. small group interventions).
- Funded interventions will include pastoral support where appropriate, e.g., attendance support, family liaison, development of social skills through nurture groups or 1:1 mentoring.
- Providing support for parents to support their children's learning within the curriculum.
- Providing support for parents and pupils to manage in times of crisis.
- Providing additional provision for SEND pupils which will be funded through a combination of any SEND funding and their Pupil Premium allocation where applicable.
- Case studies to evidence and monitor progress and support, both academically and socially.
- 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 weekly through the online tracking system, Class-Track, and termly using Deeper Learning Judgements. The impact of interventions is monitored regularly.
- Teaching staff attend and contribute to regular pupil progress meetings.
- Regular feedback is given to children and their parents or carers.
- We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Governing Body, pupils and their families, in making suggestions about pupil premium strategies and evaluating their outcomes.

Provision

Type of provision	Examples
Family Engagement	<ul style="list-style-type: none">• Parent and carer events and meetings are actively signposted with teaching staff actively encouraging parents to attend.
Attendance	<ul style="list-style-type: none">• Staff time and commitment to attendance strategies and monitoring.
Engagement in Learning and widening experiences	<ul style="list-style-type: none">• School offers to fully fund all educational visits, including residential trips, for disadvantaged pupils, so that struggling families are not burdened financially (to be paid for from the Pupil Premium grant directly).• Learning mentor support, where appropriate• Positive signposting to a range of school clubs and activities, both during and after school. Uptake is monitored regularly
Accelerated Progress	<ul style="list-style-type: none">• Providing small group work focused on overcoming gaps in learning, including bespoke quality interventions (BQTs)• 1-1 support from a specialist teacher or teaching assistant• Additional group teaching and learning opportunities provided by trained TAs• Additional curriculum resources (fully or partly funded through Pupil Premium)• Staff CPD
Pupils as enablers	<ul style="list-style-type: none">• Monitor and develop opportunities for pupils to take on additional responsibilities, e.g., buddies, sports leaders

Reporting

It will be the responsibility of the Headteacher to produce Pupil Premium reports for the Governing Body, including the following:

- an account of the progress made towards narrowing the gap for socially disadvantaged pupils (Pupil Premium against Non-Pupil Premium pupils); including, where relevant cost effectiveness.

Members of the Governing Body will ensure that an annual statement is published on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils, and what the impact has been. Publication will include posting the statement on the school website.

Review

This Pupil Premium Policy was formally adopted by Talbot Primary School in November 2016.