



Annfield Plain Infant School

Pupil Premium Policy

The Rights Respecting Schools Award recognises achievement in putting the United Nations Convention on the Rights of the Child (UNCRC) at the heart of a school's planning, policies, practice and ethos. By taking these steps a school community helps improve well-being and develop every child's talents and abilities to their potential.

At Annfield Plain Infant School we not only teach about the child's rights but we also model rights and respect in all of our relationships: between teachers/adults and students, between adults and between students.

Aims:

At Annfield Plain Infants, 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 make the difference between success and failure. We are determined to ensure that our children are given every chance to realise their full potential. This policy outlines how we will ensure pupil premium funding, along with allocations made from the school's own budget is spent to maximum effect.

Background

The pupil premium is an allocation of additional funding provided to schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. 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. This fixed amount of money is expected to increase every year for the course of this current Parliament. At Annfield Plain Infants we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our 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 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" approach.

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 school
- We use research (Such as the Education Endowment Foundation) 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 the analysis of data and identification of pupils
- 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 levels 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.

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive at least, good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and feedback
- Sharing good practice within the school and drawing upon external expertise
- Providing high quality CPD
- Improving assessment through joint levelling and moderation

Increasing learning time

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

- Improving attendance and punctuality
- Providing earlier intervention (EYFS)

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
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- School Home Support
- Providing support for parents
- To support their children's learning within the curriculum
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children's strengths to further boost confidence (e.g. providing afterschool sports clubs)

Going the Extra Mile

In our determination to ensure that ALL children succeed, we recognise the need for, and are committed to, providing completely individualised interventions for set periods of time to support children in times of crisis.

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 termly so that the impact of actions taken can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff attend pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour

- A governor is given responsibility for pupil premium

Reporting

When reporting about pupil premium funding we will include:

- Information about the context of the school, objectives for the year, reasons for decision making, analysis of data and use of research
- Nature of Support and Allocation; Learning in the curriculum, Social, emotional and behavioural issues, Enrichment beyond the curriculum and Families and community
- An Overview of Spending; Total PPG (pupil premium grant) received, Total PPG spent, Total PPG remaining
- A Summary of the Impact of PPG; Performance of disadvantaged pupils (compared to non-pupil premium children), Other evidence of impact e.g. Ofsted, Accreditations, Case studies (pastoral support, individualised interventions) and Implications for pupil premium spending the following year

The Governing Body will consider the information provided and will ensure that there is an annual statement to the 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. This task will be carried out in line with the requirements published by the Department for Education.