

ROTHWELL VICTORIA PRIMARY LEARNING PARTNERSHIP

Pupil Premium Policy

November 2014

Every Child Matters

Enjoy and
Achieve



Be Healthy

Make a
Positive

Be Safe

Achieve
Economic
Wellbeing

Rothwell Victoria Infant School



CARE SHARE

HELP SMILE



Pupil Premium Policy

Our Vision at Rothwell Victoria Infant School is to ensure that all members of the school community are able to achieve and to enjoy; are healthy and safe; are able to make a positive contribution throughout their lives and achieve well-being. We believe that every member of the school community has a responsibility to the continuous improvement and fulfilment of potential in every child. We aim to achieve this through developing independence, self-discipline, positive behaviour and attitudes.

Aims

At Rothwell Victoria Infant School we believe that all children, regardless of their back ground, have the right to be aspirational and achieve their full potential. We aim to use the Pupil Premium funding to have maximum impact for the cohort of children who are eligible. This policy sets out to outline how we will use the funding to achieve this aim. It is our aim to educate the whole child and prepare them well for later life.

Back ground

Context

As a school we recognise that the needs of each individual child are unique and very diverse. However research has shown that there are some common barriers to learning for Pupil Premium children. The Sutton Trust has recognised a general lack of support at home, language deprivation, lack of self-esteem, more frequent behaviour difficulties and attendance and punctuality issues. All of these barriers act to prevent children from reaching their maximum potential.

Key Principles

We believe in creating a positive environment where

- Staff believe in the potential of ALL children and have high expectations for their learning.
- Staff employ varied and creative teaching strategies to meet the needs of individual, children.

As a school we ensure that day to day teaching meets the needs of each learner rather than relying on interventions to compensate for less than good teaching. We believe in inclusion first and intervention second.

- As a school we follow the Will Ord approach to developing resilient children with open mind sets.

Analysing Data/ identification of pupils' needs

- All staff analyse their data and are aware of the strengths and weaknesses of all children across the year group. Pupil progress meetings are held on a regular basis and the information shared.
- All staff are aware of their Pupil Premium (PP), Ever 6 and Looked After Children (LAC) and these are identified on planning.
- All PP children benefit from the funding, regardless of ability

Maximising teaching time

- Improving attendance and punctuality
- Providing earlier intervention in Key Stage 1 and EYFS
- Extending learning out of school hours; early mornings and after school

Personalised Support

- Looking at the individual needs of each learner and identifying their barriers to learning
- Ensure additional support staff and class teachers communicate on a regular basis.
- Team leaders co-ordinate high quality tailored interventions across their year group and review these regularly to maximise impact
- Work with outside agencies to provide additional expertise.
- Provide additional support for parents
- Celebrate children's achievements to build their self confidence in all areas of the curriculum
- Providing one to one support for those children who require it

Monitoring and Evaluation

- A wide range of data is used-, achievement data, pupils' work, observations, learning walks, staff, parent and pupil voice
- The impact of interventions is frequently monitored by year leads and adapted or changed where required (we have a flexible approach) this is then fed back to the TLPPPL
- Teacher assessments are closely moderated to ensure standardization
- Regular feedback is given to children and their parents regarding progress
- The TLPPPL at both settings, drive and manage the PP provision
- A member of our Governing body is responsible for over- seeing/ challenging the work of the TLPPPL and PP provision

Reporting

When reporting about PP funding, we will include

- Nature of support and allocation
- An over view of spending
- Summary of impact of PPG

This information will be discussed and shared with our Governing Body. They will ensure that there is an annual statement to the parents on the school website, outlining how the PP funding has been allocated to ensure that all PP children achieve their potential.

Acknowledgements

In writing this policy we have referred to the PP award winning Pakeman Primary School Policy