

Curry Rivel Primary School: Pupil Premium Policy

Aims

At Curry Rivel Primary School we believe high quality teaching and a fun engaging curriculum is the key to all children enjoying learning. We are proud of our play based curriculum from Reception to Year 3, our amazing outdoor areas and the confident independent learners that leave us to move on to secondary school. Below we outline our aims behind the additional funding the pupil premium budget provides.

Background

The pupil premium is a government initiative that targets additional funding at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. As a school we recognise this and aim in all activities to maximise learning for all of our pupils. This not only has impact over their schooling but fundamentally their life chances.

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 is expected to increase every year for the course of this current Parliament. Our school has the freedom to spend the Pupil Premium in a way which we feel will best benefit the individual child. At Curry Rivel Primary School we will use the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

Content

When making decisions about using pupil premium funding we need to consider the context of our school and the challenges it faces to close our attainment gaps. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, attendance and punctuality and behavioural difficulties. These challenges are very varied but can all have impact on learning and achievement. We need to plan carefully how to meet the varied difficulties.

Key Principles

By following these principles we believe we can maximise the impact of our pupil premium spending.

Building Belief

At Curry Rivel we provide a fun, learning environment where:

- Staff believe all children have the potential to succeed.
- Children in Phase One work in a Play based setting.
- 'Wow Starters' and Trips to excite the children's interests and fulfil Life Experience Gaps.
- Staff support children to develop "growth" mindsets towards learning.

- We support children to develop a solution focused approach towards barriers to learning.

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so they are fully aware of the strengths and weaknesses across the school.
- Use of BVP tool to identify our vulnerable groups.(Behaviour and Vulnerability Tool)
- Use of EEF toolkit. (Education Endowment Foundation)

Identification of Pupils

We will ensure that:

- All staff are aware of who pupil premium and vulnerable children are.
- All teaching staff and are involved in the analysis of data and identification of pupils.
- All pupil premium children benefit from the funding not just those who are underperforming.
- We plan to provide and fill the gap for those children who would be doing “even better if...”

Improve Day to Day Teaching

We will continue to ensure that all children receive good teaching b

- Setting high expectations.
- Planning and sharing expertise as a Phase Group(S)
- Improve assessment through joint levelling and moderation.
- To be reflective on our practice.

Increasing Learning time

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

- Helping and supporting families to improve punctuality and attendance.
- Providing early support. Little Pips- KS1.
- Use of Apple Tree club before and after school care. Providing a healthy breakfast before school and stimulating activities after school including life skills such as cooking.

Individualising Support

At Curry Rivel Primary we believe children develop at different speeds at different times. However, there will be a need for some individualised support to ensure children do not fall behind. We will ensure that the individual support we provide will be effective by:

- Looking at the individual child and identifying their barriers to learning.
- Ensuring Teaching assistants and teachers communicate regularly and the success of the intervention is seen in the classroom.
- Tailoring interventions to meet the needs of the child. (e.g. Targeted literacy and numeracy support in afternoons for struggling KS2 children.)
- Individual readers with the Therapy Dogs, Volunteer readers etc.
- ELSA- To support children and families at times of need.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used- achievement data, Learning Journeys, observations, learning walks, staff, parent and student voice.
- Assessment data is collected termly so the impact of interventions can be closely monitored.
- Assessments are closely monitored to ensure they are accurate.
- Teaching staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed.
- Regular feedback is given to pupils and parents.
- Interventions are adapted and changed if they are not working.
- A designated member of SLT maintains an overview of pupil premium spending. (Head)
- 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 making these decisions, 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 received: Total PPG spent and Total PPG remaining.
- A summary of the impact of PPG; Performance of disadvantaged pupils, other evidence of impact, case studies and the 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 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 follow the guidance published by the Department for Education.



Head Teacher – Mr Peter Staddon
Chair of Governors – Mrs Ginny Smith