

Belton C of E Primary School



Pupil Premium Policy

Date of policy: November 2020

Date of review of policy: September 2022

Aims

At Belton C of E Primary School, we have high aspirations for all our pupils 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, and we are determined to ensure that our pupils are given every chance to realise their full potential.

Background

The pupil premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve when compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

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 positive approach to overcoming barriers

Analysing Data

We will ensure that:

- all staff are fully aware of strengths and areas for development across the school
- we will use effective strategies to support our decisions for example the Sutton Toolkit

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the identification of pupils
- ALL staff are aware of who pupil premium and vulnerable pupils are
- ALL pupil premium pupils benefit from the funding, not just those who are underperforming
- ALL levels of underachievement are targeted (not just lower attaining pupils)

Improving Day to Day Teaching

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

- Having high expectations
- Ensuring consistent implementation of the non-negotiables, e.g. daily GAPS
- Sharing good practice within the school and draw on external expertise
- Providing learning out of school hours - before and after school

Individualising support

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

- Looking at the individual needs of each child and identifying their barriers to learning
- Providing high quality interventions
- Matching the skills of the support staff to the interventions they provide
- Offering homework club and breakfast club as standard
- Providing support for parents:
 - To support their children's learning within the curriculum
 - To manage in times of crisis offering counselling help
- Tailoring interventions to the needs of the child (e.g. targeted Maths revision sessions and pre-teaching in the afternoons for children who struggle in the main lesson)

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 p 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 interventions can be monitored regularly
- assessments are moderated to ensure they are accurate
- teaching staff and support staff attend and contribute to 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
- head teacher maintains an overview of pupil premium spending
- a governor is given responsibility and is a champion for pupil premium

Reporting

When reporting about pupil premium funding we will include:

- information about the context of the school
- objectives for the year
- nature of support and allocation
 - learning in the curriculum
 - social, emotional and behavioural issues
 - enrichment beyond the curriculum
- an overview of spending
 - Total PPG (pupil premium grant) received
 - Teal PPG spent
 - Total PPG remaining
- a summary of the impact of PPG
 - Performance of disadvantaged pupils compared to non-pupil premium children

Evidence of impact e.g. Ofsted
Case studies (pastoral support, individualised interventions)
Implications for pupil premium spending the following year

The Governing Board 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. The task will be carried out in line with the requirements published by the Department for Education