



## **Pupil Premium Policy**

### **Our Vision**

Imagine a place, where together adults and children can flourish as highly successful learners; a place where discovery, exploration, creativity and challenge are embraced as chances to grow; where risks and mistakes are used as learning tools that are often gateways to successful learning. Our school is a place where we can all learn to be ourselves, be treated with respect and kindness. Everyone shares an enthusiastic love of learning, a desire to achieve their very best and a determination to work hard to achieve this. Each day there are smiles, laughter and celebrations of success as their dreams are actively followed. Listen to the buzz of excitement as people learn from each other, hear them asking questions, finding solutions and learning skills that will prepare them to make a positive difference in society. See that positive values, kindness and generosity are shown to people locally and worldwide and respect and care are given to our planet as we encourage others to do the same.

### **Our Aims:**

- ❖ To be recognised as an outstanding school that provides a stimulating, creative and dynamic learning environment that strives for excellence and values achievement.
- ❖ To develop the skills of the learner within a happy atmosphere.
- ❖ To prepare children to play an active role in their community.
- ❖ To be a safe learning environment in which children feel secure, and where self-esteem, confidence and respect, both for self and for others, can be promoted.
- ❖ To motivate and engage children as lifelong learners through inspirational teaching and creativity in the classroom ensuring all children are challenged to achieve their potential.
- ❖ To be a learning community in which individual needs and talents are valued and success is celebrated.
- ❖ To support our children in developing healthy lifestyles.
- ❖ To make our school a place where children enjoy being.
- ❖ Children should leave Warden Hill Infant School with their understanding deepened, their minds enriched, and their hearts inspired, so that they love learning and embrace the challenges of the future.

## **Mission statement**

The effective use of the pupil premium grant involves both elements of our mission statement. At Warden Hill Infant School, all pupils are regarded as unique individuals and receive both challenge and support designed to meet their needs.

## **Background and legal context**

The most important factor in predicting a child's future academic attainment is prior attainment.

The next most important factor is poverty. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. Deprivation is commonly associated with other factors which can potentially influence children's outcomes: ill health; family stress; low levels of parental education and parental involvement in their children's education; low levels of cultural and social capital; and low aspirations.

As a result, there is a wide gap between the attainment of pupils from deprived backgrounds and others at all educational stages. The additional funding provided through the pupil premium was introduced by the government in April 2011 in order to help schools diminish this difference. Entitlement to free school meals (FSM) is used as a proxy for deprivation. A fixed amount, is allocated to schools for each pupil registered for FSM at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

The Department for Education has stated that schools: 'are free to spend the pupil premium as they see fit'. However, as with all public money schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the pupil premium
- the annual reports for parents that schools are required to publish online.

## **Principles**

- Expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability.
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all pupils.

- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
- Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.
- In providing support we will not socially isolate pupils. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.

## **Roles and responsibilities**

### Governing body

- The governing body will approve the overall strategy for deploying pupil premium funding prepared by the headteacher and presented in the school Pupil Premium Statement of Intent
- The governing body will hold senior and middle leaders to account for implementing the school's strategy and for evaluating its impact on the achievement of targeted pupils.
- A named governor is designated to ensure that the pupil premium grant is used to support eligible pupils within the context of this policy.
- The Chair of the Curriculum Committee is the governor designated to evaluate the impact of increased support on the achievement of targeted pupils.

### Headteacher and SLT

- In Warden Hill Infant School the headteacher retains overall responsibility for leading the pupil premium strategy.
- The Deputy Headteacher will produce termly reports for the governing body, showing the progress made by socially disadvantaged pupils and projections for each academic year.

### Subject leaders

- Subject leaders are responsible for the progress of all pupils within their subjects and will contribute to reports to the governing body through the data manager.

### All staff

- All staff are expected to have an in-depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the pupil premium grant.
- Class and subject teachers are responsible for the progress made by all pupils.
- All staff will give pupils clear feedback that helps them to improve their work.

## **Evaluating impact**

The implementation of the improvement strategy will be monitored and evaluated against the following success criteria.

### Short term

- The school will have an effective strategy for supporting pupil premium pupils and there will be strong commitment to this strategy by all stakeholders.
- Resources will have been purchased and appointments made so that actions in the SIP are being implemented.

### Medium term

- As a result of an effective CPD programme the skills and expertise of all staff are being enhanced.
- Evaluation through scrutiny of pupils' work and observations show that a higher proportion of teaching and learning strategies are producing faster progress for all pupils.
- Discussions with pupils and surveys provide evidence of increased confidence and aspirations, greater involvement in learning and better understanding of how to achieve targets.

### Long term

Successive cohorts will meet their targets and this will result in narrowing the gap between pupils benefitting from pupil premium funding and their peers:

- the progress gap – socially disadvantaged pupils will make accelerated progress in comparison with other pupils
- the attainment gap – accelerated progress will result in narrowing or closing the gap in attainment.