

Unicef: Convention on the Rights of the Child
Article 3 best interests of the child
Article 6 life, survival and development
Article 18 parental responsibilities
Article 28 right to education
Article 29 goals of education

Members of Staff Responsible: HR
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Grendon Primary School
Pupil Premium Policy

At Grendon, we believe in supporting every child to be the best they can be.



...provide the keys to unlock learning and investigate the wider world through:-

* A pastoral curriculum that removes barriers to learning

*an academic curriculum that provides structure, opportunity and enrichment

So that children believe.....

The Aims of our School

We do this by: -

Working to remove inequality of opportunity

Treating each other with respect, tolerance and concern

Building relationships with each other, parents, carers and the local community

Teaching skills to learn with

Providing knowledge to build on and understand the world with

Building in experiences which gives each learner a taste to explore the world further

The strategic use of Pupil Premium funding, including Early Years Pupil Premium, will support us in achieving this vision. The focus will be on accelerating progress, raising standards, removing barriers to learning; thus closing learning gaps for identified groups of children.



Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of the socially disadvantaged pupils are adequately assessed and addressed
- We recognise that not all pupils who receive free school meals will be socially disadvantaged, but also that not all pupils who are socially disadvantaged will be eligible for free school meals
- We reserve the right to allocate Pupil Premium funding to support any pupil, groups of pupils or whole classes that the school has identified as being socially disadvantaged and in need of intervention and support
- We allocate Pupil Premium following a needs analysis by senior leaders which will identify priorities and will form part of the School Improvement Plan. Therefore not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Provision

A range of provision, which can be grouped into strands, is identified for consideration. The list is not exhaustive, with additional interventions and strategies that will provide the most effective opportunities for our children being developed in line with most recent research, (such as that of the Sutton Trust and The British Association for Early Childhood Education for Early Years Guidance).

Strand 1: Improving Teaching and Learning for all pupils

With a large majority of our children currently eligible for Pupil Premium funding, we recognise the importance of ensuring high quality first teaching for all on a day to day basis and the impact this will have on pupil progress.

Provision may include:

- Senior managers leading Mentoring/Coaching programme
- Use of specialist teachers including Lead Practitioners and MaST
- Middle leaders supporting staff to achieve targets, in line with M&E cycle
- CPD/training/INSET for all staff based on identification of need
- Increases in Staffing and reduction in class size
- Involving parents in their children's learning and developing the home learning environment

Strand 2: Attendance

We recognise the link between attendance and achievement. With a large majority of our children being eligible for Pupil Premium funding, attendance levels for all children are monitored and appropriate action taken.

Provision may include:

- Termly and annual rewards, trips and class initiatives
- Fast Track - Legal process for acting on persistent absence
- Role of Senior Learning Mentor - increasing levels of responsibility and training
- Parents meetings, where attendance is less than 95%
- Involving outside agencies to address and support specific family needs

Strand 3: Targeted Support

Based on whole school needs and as a result of rigorous data analysis, groups of underachieving or underattaining children are identified to receive regular, additional, targeted support. At least 60% of any intervention group will be made up of children eligible for Pupil Premium funding.

Provision may include:

- Senior leaders providing targeted support for identified groups to raise attainment and overcome specific barriers to learning
- Supporting all newly arrived pupils and those with little or no English to achieve well and settle quickly.

Strand 4: Specific Pupil Premium Interventions

These are additional opportunities or interventions planned specifically for children eligible for Pupil Premium funding in order to narrow specific gaps in learning.

Provision may include:

- One to one tuition
- Specific interventions
- Mentoring for individual children by Senior Learning Mentor
- Involving parents and other agencies to remove specific barriers to learning
- Activities, trips, clubs and residential opportunities
- Transition opportunities with local schools

Evaluation

Outcomes are evaluated as part of on-going school processes through:

- Termly review of the short term plans that form part of the School Improvement Plan
- Termly pupil progress review held with all staff to identify underachievement and gaps in learning
- The monitoring and evaluation cycle
- Targeted Support Plan evaluation
- Termly Governors meeting of the Strategy Group
- Annual review of the School Improvement Plan

Reporting

The Head Teacher or a delegated member of staff to report to the Governors on:

- The provision made using Pupil Premium funding - see Pupil Premium Provision Plan.
- The progress made by children eligible for Pupil Premium funding and other identified groups across a Key Stage and the impact that this has on closing gaps in attainment - see End of Key Stage Data analysis
- The effectiveness of all interventions - see evaluations of Targeted Support Plans and the School Improvement Plan

An annual statement on how Pupil Premium funding has been used and its impact on narrowing the gap is published on the school's website.

Parents will receive additional, information about progress of their child where appropriate. Any appeals against this policy will be via the Governor's complaints procedure.

