



Elmwood Infant School & Nursery

Pupil Premium Policy

Date Policy Agreed: November 2018

Review Date: Autumn 2021

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 27: You should not be disadvantaged so that you can't do many of the things other children can do.

Introduction

Elmwood Infant School and Nursery values the abilities and achievements of all its pupils, and is committed to providing the best possible learning opportunities for each and every pupil. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We strongly believe 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 children are given every chance to realise their full potential.

Principles

We view the needs of all our children as important and ensure that our teaching and learning opportunities meet the needs of all of them. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. We recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Nationally, the statistics show that pupils who are, or have been, in receipt of FSM, do less well than their peers. All schools are therefore required to report on the amount of funding received and how this is being used; alongside the impact of the funding.

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

What is Pupil Premium?

In April 2011, the Government introduced the Pupil Premium. This is an allocation of additional funding which supports specific groups of children who are vulnerable to possible underachievement and to help schools to narrow the attainment gap between these youngsters and their peers- giving them as much support as possible in reaching their full potential.

These include children:

- who are eligible for free school meals (FSM) at some point in the last six years;
- who have been in care (CLA);
- who have been adopted from care or leave care under special guardianship or a residency order
- whose parents are currently employed by the armed services.

Key Principles:

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Identification of Pupils:

We will ensure that:

- ALL teaching staff and support staff are aware of who the pupil premium and vulnerable children that they work with are
- ALL teaching staff are aware of the outcomes of the data analysis for pupil premium for their year group
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining children)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if..."

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 achieved by using our year group leaders to:

- Set high expectations
- Address any within school variance
- Ensure consistent implementation of agreed teaching and learning approaches (marking and feedback, next steps, guided reading, phonics)
- Share good practice within the school
- Improve assessment through moderation

Increasing Learning Time

We will maximize the time children have to make progress through:

- Improving attendance and punctuality
- Providing early intervention (EYFS)
- Booster clubs before school and at lunchtimes
- Reading for pleasure lunchtime club
- After school library club

Data Analysis:

We will ensure that:

- All members of the SLT are involved in the analysis of data so that they are fully aware of the strengths and weaknesses of their year group / subject
- All teaching staff are aware of the key data outcomes for their year group
- We use research to support us in determining the strategies that will be most effective

Individualising Support:

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

- Holding termly Pupil Premium Passport meeting for every child, where individual needs and barriers to learning are identified and action put into place
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Providing support for parents (family learning, workshops, food bags, support from our learning mentor, attendance officer and EWO)
- Tailoring interventions to the needs of the child

The range of provision that we may use to support pupils in receipt of pupil premium funding includes:

- Providing short-term targeted small group or 1:1 work, focussed on overcoming gaps in learning;
- Reading and numeracy booster groups;
- Writing conferencing;
- Additional teaching and learning opportunities provided through a learning mentor, class teacher; trained TAs or external agencies;
- Pastoral and emotional support through nurture group and ELSA support;
- Learning mentor support for individual pupils and families
- Specialist Speech and Language support for children in EYFS and across KS1;
- Behaviour specialist support;
- Employment of an Attendance Officer and Educational Welfare Services to target low attendance and lateness;
- Provide support to children and families to enable them to attend trips and to take part in all learning activities;
- Free uniform starter packs for Reception children and P.E. kits for children in KS1;
- Free water bottle and book bag for Nursery children;
- Free access to extra- curricular clubs;
- Free places at breakfast and after school club, where needed;
- Reading and writing packs;
- Buddy system.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupil’ work, observations, learning walks, case studies and staff, parent and pupil voice
- Assessment data is collected and analysed at least termly (half termly in year 2)
- Impact of interventions are monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teachers attend and contribute to half termly pupil progress meetings and PPG passport meetings
- Interventions are adapted and changed where needed
- A governor is linked to Pupil Premium

At Elmwood Infant School, we will ensure that children in recipient of pupil premium funding are regularly monitored and their progress tracked to ensure that their progress is at least good and in-line with pupils who do not received this additional funding. Our aim is to eliminate any gaps in attainment and achievement between pupil premium children and other children across our school.

Reporting

Each term, a report is presented to Governor outlining the progress made towards narrowing the gap, by year group, for pupils in receipt of PP funding.

The school will publish information annually on how they have used their Pupil Premium Grant to address the issue of ‘narrowing the gap’, for these pupils. This task will be carried out within the requirements published by the Department for Education and displayed on the school’s website.

