



Manor Park CofE VC First School

Pupil Premium Policy

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Vision Statement

Inspiring all to learn and grow

Mission Statement

Manor Park CE First School provides a happy, safe and nurturing environment enabling everyone to learn and grow. We are a Christian school and build upon those values whilst embracing diversity and celebrating all beliefs. Our children are independent, active learners and we celebrate the unique achievements of everybody. We establish close links with the wider community and encourage our children to value and care for themselves and for others.

The school and its grounds provide an engaging environment which is welcoming to all. We encourage the children and staff to make the most of our school and the local area to enhance their learning.

It is our aim to ensure that the whole of our school community - children, carers, staff and governors - feel involved, valued and inspired to make a positive contribution for the benefit of each and every one of us.

Ultimately we all feel proud to be a part of Manor Park CE First School.

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 compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

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.

At Manor Park CE First School we will be using the indicator of those eligible for FSM, as well as identified vulnerable groups, as our target children regarding raising both progress and attainment.

Context

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 FSM 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”.

Key Principles

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

1. Building Belief

We will provide a culture where:

- Staff believe in ALL children
- There are “no excuses” made for underperformance
- Staff adopt a “solution-focused” approach to overcoming barriers
- Staff support children to develop “growth” mindsets towards learning

2. Identifying Children and Analysing Data

We will ensure that:

- ALL staff are aware of who Pupil Premium and vulnerable children are
- ALL teaching staff, support staff and Governors are involved in the analysis of data so that they are aware of strengths and weaknesses regarding Pupil Premium children across the school.
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if....”

3. 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.

We will:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

4. Increasing learning time

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

- Monitoring and Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)

5. Individualising support

“There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”

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

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Providing high quality interventions
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing support for parents
- Engaging parents in their child’s learning through the use of Workshops and open days
- Tailoring interventions to the needs of the child
- Recognising and building on children’s strengths to further boost confidence

6. Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Interventions are monitored and evaluated regularly for impact and cost effectiveness
- Learning is moderated regularly so that judgements are consistent across the school
- Teaching staff and support staff, where possible, attend and contribute to pupil progress meetings at each assessment point
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

7. Reporting

Pupil Premium Funding will be reported annually. This reporting will include:

Information about the context of the school

- Objectives for the year
- Reasons for decision making
- Analysis of data

Nature of support and allocation

- Learning in the curriculum
- Social, emotional and behavioural issues
- Enrichment beyond the curriculum
- Families and community

An overview of spending

- Total PPG (pupil premium grant) received
- Total PPG spent
- Total PPG remaining

A summary of the impact of PPG

- Performance of disadvantaged pupils (compared to non-pupil premium children)
- Other evidence of impact e.g. Ofsted, Accreditations
- Implications for pupil premium spending for the following year

The Governing Body 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 'diminishing the difference' for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.