



Scotts Park
Primary School

Pupil Premium Policy



Written: September 2017
To be reviewed: July 2020

Ethos Statement:

Primary School is a special time in a child's life and at Scotts Park we go out of our way to ensure the personal family atmosphere that we have nurtured within our school community is cherished. We provide a caring and stimulating learning environment, enabling all our children to thrive, learn and enjoy their time at school. We have extremely high standards and expect all members of the school community to share these in order to provide our children with the very best opportunities.

Parents and staff work together in an atmosphere of cooperation to promote a love of learning and the development of the whole person. Truly the term "every child matters" is completely applicable to our school, and with the parents' help and support, we intend to develop all the talents and gifts that any individual may have.

Scotts Park is a growing community and we are very proud of our school and the good reputation we have within the local and wider communities. Our partnership with Education for the 21st Century ensures that we shall not only grow in size, but also in our aims to provide excellent opportunities for all our children and staff so that they may be the best that they can be.

Our Aims:

At Scotts Park, we have high aspirations and ambitions for our children and we believe that no child should be left behind. This is referenced in our ethos as every child truly does matter. We strongly believe that it is not about where you come from, but your passion for learning; your commitment and dedication that make the difference between success and failure. We are determined to ensure that all of our children are given the chance to realise and release their potential. Through the help of the Pupil Premium Grant, we endeavor to ensure that our most disadvantaged pupils have the opportunity to achieve this too.

Background:

Pupil Premium funding is an initiative that targets extra money for schools to use on pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared with their non-disadvantaged peers. The grant is provided to schools to enable these pupils to be supported to reach their potential.

The government has used pupils entitled to free school meals (FSM), looked after 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. This fixed amount of money is currently set at £1320 per eligible pupil but in some circumstances can equate to £1900 per pupil if they're in or have been in care by a local authority.

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 eligible pupil premium children can be, but not in every case, less support at home (for various reasons), weak language and communication skills, lack of confidence, less creative ideas due to restricted access to new places, behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent them from flourishing. The challenges are varied and may of course include none of the above; in which case the challenge for the school will become about how to further develop and enhance their performance so that they can be considered more able. At Scotts Park, we recognise that there can be no 'one size fits all' approach. Each child and their own individual barriers will be considered so that a tailored approach can be adopted to support them.

Scotts Park's Key Principles for Pupil Premium

By following the key principles below, we believe that 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 'solution-focussed' approach to overcoming barriers - Staff support children to develop 'growth mindsets' towards learning

Analysing Data:

We will ensure that:

- Learning and Teaching staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses of the children they work with. This information is also saved centrally and is made accessible to all staff so needs can be met in the unlikely event of unexpected staffing changes
- We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils We

will ensure that:

- All Learning and Teaching staff are aware of pupils eligible for the pupil premium grant in their relevant classes and across the wider year groups where staff are deployed - A member of the school's senior leadership team will be the designated pupil premium champion and have oversight of all children eligible for pupil premium across the school - All pupil premium children will 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 the targeted grant can be spent effectively to allow for children to overcome their barriers

Improving Day to Day Learning & Teaching

We will continue to ensure that **ALL** children across the school receive good learning with increasing percentages of good and outstanding learning and teaching by using our team leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiable expectations
- Share best practice within the school and across the trust
- Provide regular, high quality, continuing professional development - Improve assessment through joint levelling and moderation

Increasing Learning Time

We will maximise the time children have to 'catch-up' through:

- Improving attendance and punctuality
- Providing early intervention and support
- Extended learning out of school hours including tuition programmes and holiday schools

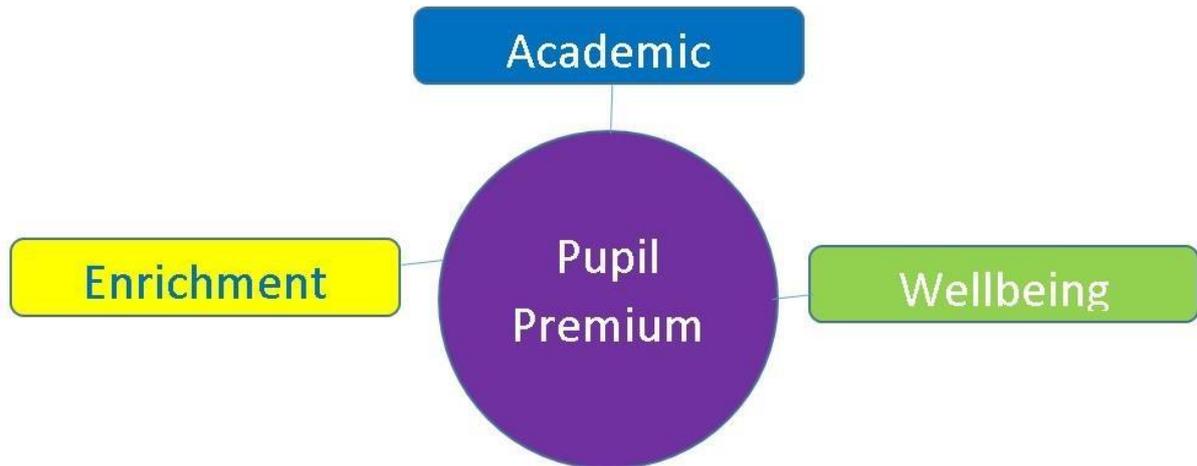
Individualising Support

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

- Looking at the individual needs of each child (in the whole sense so it includes emotional and pastoral welfare elements too) and identifying their barriers to learning
- Ensuring learning and teaching staff communicate regularly with each other about the needs of children
- Using team leaders to direct high quality interventions led by skilled and/or experienced members of staff to overcome barriers
- Where possible, matching the skills of the learning and teaching staff to the interventions they provide
- Working with additional agencies to bring in additional expertise (e.g. Speech and Language Therapists, Educational Psychologists, etc)
- Providing support to parents by encouraging individuals to attend our on-site home learning club staffed by our in-house learning and teaching team
- Tailoring interventions and follow-ups to the needs of the child (e.g. targeted English/Maths revision sessions in the afternoons for children who struggle in the main lesson, despite differentiation and support)
- Recognising and building on children's strengths and talents to further boost confidence (e.g. music lessons, dance classes, after school clubs which encourage social play/interaction)

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 and families in times of crisis. Our learning and teaching team are able to focus on maintaining academic progress whilst our Place2Be Counsellors and therapy workers support with emotional needs if required.



A summary of how the pupil premium fund is being used and its impact is available for download from our school website.