



Pupil Premium Policy

Mission Statement

- We will create a happy, secure and stimulating learning environment in which all children can grow in confidence, develop their full potential and where academic excellence can be achieved.
- We will provide a nurturing environment and value and recognise the uniqueness of every child.
- We will equip the children with the resilience and perseverance to become creative and independent thinkers and to become learners for life.
- We will provide engaging and varied learning activities across the full breadth of the National Curriculum and equip the children with a thorough understanding of the basic skills of English, Mathematics, Science and Computing.
- We will challenge the children's minds and bodies and give them a desire to learn and achieve.
- We will promote British Values and ensure the children become caring, tolerant and respectful citizens within the school and wider communities.
- We will prepare children well for the next steps in their lives by promoting self-discipline and the positive mindset which will allow them to aim high in all they do.
- We will ensure children know how to keep themselves safe when using technology.

RESPECT- RESILIENCE- RESPONSIBILITY

Our Values:

At Larkholme Primary School, we have 3 core values that underpin everything we do. The 3 core values are:

- Respect
- Responsibility
- Resilience

Alongside our core values, we also promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Research:

<p>Know and understand your pupils and their influences</p>  <ul style="list-style-type: none"> • Pupil behaviour has multiple influences, some of which teachers can manage directly • Understanding a pupil's context will inform effective responses to misbehaviour • Every pupil should have a supportive relationship with a member of school staff 	<p>Teach learning behaviours alongside managing misbehaviour</p>  <ul style="list-style-type: none"> • Teaching learning behaviours will reduce the need to manage misbehaviour • Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning • Teachers should encourage pupils to be self-reflective of their own behaviours 	<p>Use classroom management strategies to support good classroom behaviour</p>  <ul style="list-style-type: none"> • Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression • Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time • Reward systems can be effective when part of a broader classroom management strategy 	<p>Use simple approaches as part of your regular routine</p>  <ul style="list-style-type: none"> • Some strategies that don't require complex pedagogical changes have been shown to be promising • Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour • School leaders should ensure the school behaviour policy is clear and consistently applied 	<p>Use targeted approaches to meet the needs of individuals in your school</p>  <ul style="list-style-type: none"> • Universal behaviour systems are unlikely to meet the needs of all your students • For pupils with more challenging behaviour, the approach should be adapted to individual needs • Teachers should be trained in specific strategies if supporting pupils with high behaviour needs
<p>Implementation</p>				
<p>6 Consistency is key</p>  <ul style="list-style-type: none"> • Consistency and coherence at a whole-school level are paramount • Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches • However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level 				

Our Rules:

- Ready
- Safe
- Respectful

Leadership and Management	Quality of Education	Behaviour and Attitudes	Personal Development
<p>The Pupil Premium Leader champions the progress and well-being of all disadvantaged pupils by ensuring that all adults within the school are aware of the individual needs of the pupils that they work with.</p> <p>The Pupil Premium Leader works alongside other middle leaders and the pastoral team to quickly identify any pupils whose progress or well-being may need support and interventions are rapidly put into place.</p> <p>Middle leaders recognise how to support disadvantaged pupils in their own subjects and effectively implement strategies to do this.</p> <p>There are effective partnerships between pupils, their parents and teachers so that all stakeholders have a voice in how the strategy is deployed and adapted.</p> <p>Spending of the Pupil Premium grant is carefully monitored and the impact of all actions is routinely measured and evaluated.</p>	<p>Teachers and teaching assistants are acutely aware of the disadvantaged pupils within their classes and they ensure that they know their individual learning needs.</p> <p>Regular, meaningful feedback is given so that pupils know exactly what they need to do to improve further.</p> <p>Teachers ensure that disadvantaged pupils have access to the resources that they need to support their progress in lessons as well as for home learning.</p> <p>All pupils in receipt of the Pupil Premium grant meet or exceed their aspirational targets in all subjects.</p> <p>Individual disadvantaged pupils who have been identified as not making the expected progress are supported to catch up through targeted interventions within and outside of lessons.</p> <p>Leaders at all levels ensure that assessments are accurate and timely so that any necessary interventions are put into place swiftly.</p>	<p>All pupils in receipt of the Pupil Premium grant will be supported to achieve the highest levels of behaviour through high expectations being modelled by adults at all times.</p> <p>Pupils who require additional support will have individual plans and access to support provided by the pastoral team or external agencies</p> <p>The Pupil Premium Leader will champion high aspirations for all disadvantaged pupils by ensuring all staff within the school offer enrichment opportunities in all subjects.</p> <p>The pastoral team will work closely with families of pupils in receipt of the grant to support positive relationships in order to raise aspirations.</p>	<p>The Pupil Premium Leader works alongside the pastoral team and other outside agencies to ensure that effective support is offered to pupils and their families to reduce any barriers that may have an effect on a pupil's attendance and progress at school.</p> <p>The attendance of disadvantaged pupils is routinely monitored to ensure that this is in line with their non-disadvantaged peers.</p> <p>All disadvantaged pupils are actively encouraged to take part in clubs, trips and competitions to enrich the curriculum.</p>

Larkholme Primary is totally committed to social justice and improving life chances for potentially vulnerable children. We have a fully committed pastoral team, who are tenacious in their support to our most vulnerable families.

At Larkholme Primary school we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of race, gender and religion, with Equal Opportunities for all.

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.

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 key principles below, we believe 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-focused” approach to overcoming barriers; staff support children to develop resilience towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (such as the Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who Pupil Premium and vulnerable children are
- 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.....”

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 team leaders to:

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

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
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing extensive support for parents to develop their own skills to support their children’s learning within the curriculum
- Tailoring interventions to the needs of the child
- Recognising and building on children’s strengths to further boost confidence

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
- Assessment Data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- We regularly evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT maintains an overview of Pupil Premium spending
- A Governor is given responsibility for Pupil Premium

Reporting

When reporting about Pupil Premium funding we will include:

- information about the context of the school
- objectives for the year
- reasons for decision making
- analysis of data
- use of research
- 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
- Case studies (pastoral support, individualised interventions)
- Implications for Pupil Premium spending 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 closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

Date agreed: November 2023

Date for review: November 2024

