



PUPIL PREMIUM POLICY

Our Pupil Premium policy supports this vision for the school:

Vision Statement

Checkendon Primary School is a dynamic Church of England school in which our Anglican Christian values of respect, courage, integrity, compassion and hope are at the heart of everything we do. We give every pupil the opportunity to develop their particular capabilities in our stimulating and caring environment where creative teaching and an inspiring curriculum lead to high-quality learning and outstanding achievement. We work in partnership with parents and the wider community to help every pupil make excellent progress, develop a lifelong love of learning and broaden their sense of citizenship, as they grow in mind, body and spirit.

Our Vision and Aims for Equality and Diversity

At Checkendon C.E. Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Background

The pupil premium grant (PPG) is a government initiative that provides extra funding to improve provision for pupils from deprived backgrounds. Research shows that pupils from these backgrounds underachieve compared to their peers and the aim of PPG is to 'close the gap' regarding attainment. The Government provides a fixed amount of money for schools per pupil based on the number of pupils registered for Free School Meals over a rolling six year period. In our school the number of such children is very small.

Context

When making decisions about using PPG it is important to consider each child as an individual. 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 PPG.

Building Belief

Our school has a values based culture in which each child is nurtured as a unique individual:

- There are no excuses made for underperformance

- There is a solution-focused approach to overcoming barriers
- Children are encouraged to develop growth mindsets

Analysing Data

- All class teachers 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 Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils

- Teachers and TAs are involved in the analysis of data and identification of pupils
- All school staff are aware of those pupils supported by PPG
- All pupils allocated the funding benefit from it, 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

To ensure that all children in all classes receive good teaching we have:

- high expectations
- effective assessment, feedback and marking
- a professional culture and high quality CPD
- consistent implementation of lesson essentials
- shared expertise and access to outreach support

Increasing learning time

We maximise the time children have to *catch up* through:

- providing earlier intervention (KS1 and EYFS)
- extended learning out of school hours including early mornings
- working with parents to improve attendance, punctuality and attitude to learning

Individualising support

The additional support we provide is effective because we:

- investigate the individual needs of each child and identify barriers to learning
- ensure support staff and class teachers communicate regularly
- match the skills of support staff to interventions they provide
- collaborate with other agencies to bring in additional expertise
- tailor interventions to the needs of the child
- recognise and build on children's strengths to develop confidence

Monitoring, Evaluation and Reporting

- A wide range of data (achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice) is gathered to inform effective provision.
- Moderated 'before' and 'after' assessment tracking and pupil progress meetings each term ensures that the most effective interventions are implemented
- Teachers and TAs work in partnership with parents and regular feedback is provided for children and parents
- The HT has an overview of pupil premium spending and works closely with the SENCo to ensure that spending and interventions are effective. The HT reports regularly to FGB (Full Governing Body) on PPG spending and the progress of children with PPG

- FGB considers the information provided and ensures 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 adopted: September 2017

Next review: September 2018

Headteacher:

Chair of Governors: