



# Longmeadow Primary School

## Pupil Premium Policy

Policy Agreed: Autumn 2015

## **Pupil Premium Policy**

We aim to ensure that every child leaves Longmeadow Primary School excited about learning and determined to succeed. We want to equip them with confidence, resilience and a passion for justice and equality. These qualities will enable them to thrive and to champion kindness and fairness at all stages of their future lives.

The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

### **Objectives of Pupil Premium Grant**

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups but also to ensure that all children are high attaining. Through targeted interventions we are working to eliminate barriers to learning. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school. For children who are already achieving well, we aim to further accelerate and broaden their achievement.

### **Key Principles - 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

### **Analysing Data**

We will ensure that:

- All staff are involved in the analysis of data and attend regular pupil progress meetings 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**

We will ensure that:

- ALL teaching staff are involved in 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 which is evaluated for impact
- Improve assessment through joint assessment and moderation both in the borough and out of the borough
- Improving attendance and punctuality

### **Individualising support**

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 support for parents
- Recognising and building on children's strengths to further boost confidence

### **Monitoring and Reporting**

The Headteacher and Pupil Premium Link Governor will update Governors at least termly on progress of pupils receiving funding.

The Headteacher will ensure Governors receive an annual report on:

- the progress made towards narrowing the gap, by year group, for pupils receiving funding
- an outline of the provision
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

The Governors of the school will ensure that there is an annual statement on the school website on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap'.