



Pupil Premium Policy 2019

Underlying Principles

Addressing the needs of each and every child, especially the most vulnerable, is fundamental to our vision, mission and aims. It is at the core of our ethos and we have very carefully considered how we should best use the Pupil Premium funding so that we can affect the maximum impact for the children.

We have endeavoured to use the monies in a manner that is supportive of our school ethos and our commitment to an inclusive school in its widest sense.

- We are committed to a strong focus upon improvement for all with a clear emphasis upon ensuring no child "falls behind" and any child that is "behind" being given all the support to enable them to "catch up".
- Social and emotional wellbeing, resilience and the development of personal responsibility for and understanding of, acceptable behaviour are crucial especially at this age, as are the embedding of good and punctual attendance and the development of high aspirations.

Our commitment to ensuring the progress and achievement of all pupils includes deploying additional resources from the school budget to ensure that all pupils are able to succeed.

Deployment of Resources

Smaller classes:

As we have very young children in our school we have a clear view about using the majority of the pupil premium to fund small classes, with full time teaching assistants gives our children a very strong foundation for their learning.

Small classes also increase the level of pastoral care and support that can be put in place for individual children and their specific needs which may change during the year. This is inherently linked to the employment of only the highest quality teachers and a true

commitment to Professional Development which is focussed upon developing the learning opportunities for our children.

We understand and ensure that our small classes, with full time teaching assistants facilitate individualised and small group provision including

- One to one support in class
- Developing Communication Skills
- Focusing on Basic literacy and numeracy skills
- Developing positive behaviour and personal responsibility
- Phonic teaching appropriate to children in class setting
- Early intervention
- Effective Feedback
- Improving Parental relationships
- Enabling Collaborative learning
- Developing metacognition skills (learning about learning)
- Effective deployment of support staff across and between classes

We recognise that small classes will only have a truly positive and long lasting impact if we ensure that it enables:

- *A change in teaching approach where needed*
- *Children to develop and/or change their learning behaviours*
- *positive development of behaviour, attitudes and resilience*
- *A rise in attainment for all children but especially the most vulnerable within our school*

We have been able to show success in all of these areas through the progress and attainment of all our children our Ofsted inspection.

After School Clubs

All Pupil Premium children also access our after school clubs which broaden the pupils experiences and children who are unable to stay for after school clubs are targeted to take part on our lunch time club; generally this is a music club provided by our specialist music teacher. There is no charge for any resources used in any of the after school clubs including woodworking, art and cooking.

Free Educational Visits

We fund all the school trips undertaken

We have trained and undertaken enhanced CRB checks for 3 male minibus drivers- in addition to reducing costs for school trips this provides male role model within school

Nature and Wellbeing

We run a Friendly Lunch Club which all children can access. This includes a nature group element where children are targeted to attend the class and have focused activities at a time of need.

We employ an accredited Theraplay Practitioner , when a need is identified ,who is able to provide bespoke therapy to any child within the school when a clear need is identified by the school and parents working in partnership.

Speech and Language Therapist

The school employs a speech and language therapist one morning a week. She assesses pupils, provides programs for class teachers and provides individual support where appropriate.

Monitoring and Evaluation

The leadership team and staff undertake research into the areas that are shown on the Sutton trust toolkit to have most impact on pupil attainment. This leads to reflection on how these areas can be met in each age group in our school; small classes facilitate the

- Staff identify half termly the individual impact of pupil premium spending on pupils in their classes.
- The leadership team monitor the progress of children eligible for pupil premium funding ; e.g. through summative data, Ensuring internal assessment data is accurate in order that disadvantaged children can be effectively targeted. How do PP books compare to 'other' books at the same standard in terms of progress, marking and its impact? Are teacher expectations high enough for disadvantaged pupils?

We always evaluate our decisions and the positive impact, for individuals and groups of individuals - then change and adapt when and where necessary.