Aims

At Culverstone Green, we have high aspirations and ambitions for our children and we believe that no child should be left behind. It is your passion and thirst for knowledge, and your dedication and commitment to learning that support success and we are determined to ensure that our children are given every chance to realise their full potential. Pupil Premium funding helps us to achieve this and the policy below outlines how we will ensure it is spent to maximum effect.

Background

The Pupil Premium Grant (PPG) is a government initiative that targets additional funding to pupils from 'vulnerable' backgrounds including deprived backgrounds. Research shows that pupils from these backgrounds under-achieve in comparison 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 vulnerability. They have provided a fixed amount of money for schools based on the number of children registered for FSM over a rolling six year period. At Culverstone Green, we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

Context

When making decisions about Pupil Premium funding, it is important to consider the context of the school and subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, lack of exposure to full educational experiences e.g. after-school clubs, behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that can prevent children from flourishing – these 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-focussed' approach to overcoming barriers
- Staff support children to develop 'growth' mind-sets towards learning

Analysing Data

We will ensure that:

- All staff are involved in analysis of data so they are fully aware of weaknesses in the school
- We use research to support us in determining the strategies that will be most effective

Identification of Pupils

- 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 so that we provide support for those children who could be doing "even better if…"

Increasing Learning Time

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

- Improving attendance and punctuality
- Providing earlier intervention (EYFS and KS1)
- Extended learning hours (assembly time/lunch time club/early mornings and after school club)

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 –Beanstalk Reading Programme, STLS(Specialist Teaching and Learning Service), SALT (Speech and Language Therapist) and Time2Talk (Counselling Service)
- Providing extensive support for parents – FSW (Family Support Worker), Attendance Officer and Learning Mentor
- Recognising and building on children's strengths to improve confidence

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupil's 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 pupil progress meetings three times a year
- Regular feedback is given to children and parents
- Interventions are adapted or changed if they are not working
- A designated member of the SLT (Senior Leadership Team) maintains an overview of all 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
- Nature of support and allocation
- An overview of spending
- A summary of the impact

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.