

Cavendish Close Infant and Nursery School



Mission Statement

We strive to give each child an equal chance to achieve their potential and to succeed, be happy and make a positive contribution to society.

Pupil Premium Policy 2016 to 2017

At Cavendish Close Infant and Nursery School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that makes the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Background

The pupil premium is a government initiative that targets extra money at pupils from disadvantaged 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.

At Cavendish Close Infant and Nursery School, 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 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 "growth" mindsets 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 areas for development across the school

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and the identification of pupils that are falling behind their peers
- 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 consistently good teaching, with increasing percentages of outstanding teaching achieved by using our senior 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 and research
- Provide high quality CPD
- Improve assessment through joint moderation

Increasing learning time

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

- Improving attendance and punctuality
- Providing early intervention (KS1 and EYFS)

Individualising support

There's no stigma attached to being in a target group in this school.

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their strengths and barriers to learning
- Ensuring class teachers and support staff communicate regularly
- Providing high quality interventions across all year groups
- Working with other agencies to bring in additional expertise
- Providing support for parents to help them support their children's learning at home
- Tailoring interventions to the needs of the child where appropriate

Going the Extra Mile

In our determination to ensure that ALL children succeed, we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of greatest need.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, work scrutiny, observations, learning walks, staff, parent and pupil voice etc

- Assessment information 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 half-term and the progress of target children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- A designated member of the SLT is given responsibility for the strategic leadership of pupil premium. Mrs C Diffin (Deputy Headteacher) took on this role in September 2016.
- All teaching staff and support staff are pupil premium champions.
- A designated governor is given responsibility for pupil premium. Mr S Gent took on this role in September 2016. He is supported by pupil premium governor champions.

Reporting

On our website, we publish a strategy for our school's use of pupil premium.

For the current academic year, we include:

- Our school's pupil premium grant allocation amount
- A summary of the main barriers to educational achievement faced by eligible pupils at our school
- How we'll spend the pupil premium to address those barriers and the reasons for that approach
- How we'll measure the impact of the pupil premium
- The date of the next review of our school's pupil premium strategy

For the previous academic year, we include:

- How we spent the pupil premium allocation
- The impact of the expenditure on eligible and other pupils

Pupil premium funding is allocated for the financial year, but the information we publish refers to the academic year.

We keep up to date with Department for Education guidance:

- Early years pupil premium: guide for local authorities (Last updated March 2015)
- Pupil premium 2016 to 2017: conditions of grant (Last updated August 2016)
- Pupil premium: funding and accountability for schools (Last updated September 2016)
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We use the Teaching Schools Council template to support us in presenting our pupil premium strategy:

- Effective pupil premium reviews: A guide developed by the Teaching Schools Council (May 2016)

We make good use of Education Endowment Foundation research to support our decision making:

- Teaching and Learning Toolkit (online resource 2016)

- Making Best Use of Teaching Assistants (2015)

Mrs C Diffin
January 2017