

# Sherwood Primary School

## Pupil Premium Policy



February 2023

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## Pupil Premium Policy



### Sherwood Curriculum Rationale

We aim to provide a creative and challenging curriculum that inspires our children and prepares them for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our pupils will have the opportunity to explore, ask questions, discover and become resilient, independent learners. Our Curriculum will prepare our children for life-long learning.

Inspire • Explore • Achieve

### Sherwood Values

Teaching and Learning at Sherwood Primary School is underpinned by six core values.

The 6 Sherwood Core-Values are:

- Honesty
- Perseverance
- Respect
- Adventure
- Aspiration
- Independence

Alongside our core values, we also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs across the curriculum.

### Rationale

In line with our school mission statement and aims, we have high aspirations and ambitions for **all** of our children. We are determined to ensure that our children are given every chance to realise their full potential. This policy outlines how we will ensure Pupil Premium funding is spent to maximum effect.

## Equality Statement

We aim to provide the highest possible education for all children at Sherwood Primary School. The ethos of our school clearly reflects our commitment to fully including, respecting and supporting all members of our school community whatever their cultural background, belief, gender, race or disability.

At Sherwood, we believe that equality should permeate every aspect of School life and is the responsibility of every member of our School Community.

Every member of our School Community should feel safe, secure, valued and of equal worth. We are committed to ensuring equality of education and opportunity for all pupils; irrespective of race, gender, gender variance, disability, belief, religion socio-economic background or sexual orientation.

It is our aim to understand and tackle the different barriers which could lead to unequal outcomes for different groups of pupils in School. The Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It is our aim to celebrate and value the equal opportunity achievements and strengths of all members of our School Community.

## Aims

At Sherwood Primary School there is a school-wide commitment to raising achievement for ALL pupils, and a key objective for the use of the Pupil Premium grant is to close the gap between pupil groups. Pupil Premium funding is used:

- To further develop language and communication skills
- To close the attainment gap in Reading, Writing and Mathematics
- To improve confidence, independence and self esteem of pupils entitled to the Pupil Premium Grant
- To continue to improve the wider opportunities available for all our pupils
- To improve attendance and punctuality of pupils entitled to the Pupil Premium Grant
- To work in partnership with parents to remove barriers to learning
- For **all** pupils to achieve the highest possible standards across the curriculum and realise their full potential in all aspects of their learning

## Background

Publicly-funded schools in England receive extra funding from the government to help improve the attainment of their disadvantaged pupils. Evidence shows that children from disadvantaged backgrounds:

- generally face extra challenges in reaching their potential at school
- often do not perform as well as their peers

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress. Schools receive pupil premium funding based on the number of pupils they have in January each year from the following groups:

- Free School Meals (registered now or within the last 6 years)
- Looked-after and previously looked-after children
- Service families

## Context

When making decisions about using Pupil Premium funding, we carefully consider the context of our school, and the subsequent challenges our pupils may face. Internal and external barriers are explored at an individual level and planned for accordingly.

## 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 weaknesses across the school
- we use research to support us in determining the strategies that will be most effective
- there is a named Pupil Premium governor, whose role is to specifically challenge Pupil Premium data

### ***Identification of Pupils***

We will ensure that:

- all staff are aware of who pupil premium children are
- all children in receipt of Pupil Premium 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 and outstanding teaching which is achieved by leaders:

- setting whole-school high expectations
- addressing any within-school variance
- ensuring consistent implementation of policies
- sharing good practice within the school and drawing on external expertise
- providing high quality CPD
- continuing to improve assessment through joint assessing and moderation

### **Increasing learning time**

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

- actively teaching Behaviour for Learning to maximise lesson time
- improving attendance and punctuality
- providing early intervention (KS1 and EYFS)

### **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 / features of learning
- ensuring additional support staff and class teachers communicate regularly
- providing high quality intervention across the phases
- matching the skills of staff to the interventions they provide
- working with other agencies to bring in additional expertise
- providing support for parents to develop their own skills to support their children's learning within the curriculum
- tailoring interventions to the needs of the child e.g. targeted maths revision sessions for children who struggle in the main lesson
- recognising and building on children's strengths to further boost self esteem

### **Enhancing Enrichment and Cultural Capital**

We will look to enhance the experiences and opportunities available for all Pupil Premium children. This includes a vast selection of extra-curricular clubs, delivered by school staff and specialist providers, visits to enrich our unique curriculum and a personalised, targeted approach, to enable all Pupil Premium children to access a rich and varied provision.

### **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 and support for set periods of time, to help children in times of crisis. This includes support for attendance in school, social and emotional well-being and behaviour, as well as for academic progress.

## Assessment and Record Keeping Procedures

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programmes of study.

Each Class teacher is responsible for recording their pupils' progress against objectives for the National Curriculum Units of work. Whether the pupil is below expectations, in line with expectations or exceeding expectations will be recorded at the end of each academic year and passed on to the next teacher. Comments will be made on the end of year report and passed on to parents.

## Monitoring and Evaluation

We will ensure that:

- a wide range of monitoring is used including achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- the impact of interventions is monitored regularly and adapted accordingly
- assessments are closely moderated to ensure accuracy
- teaching and support staff contribute to pupil progress meetings each term and the identification of children is reviewed
- regular feedback about performance is given to children and parents
- interventions are adapted or changed if they are not working
- case studies are used to evaluate the impact of pastoral interventions
- provision mapping keeps a record of support given to every child

## Special Educational Needs and Disability

The children with Special Needs will have access to the full curriculum. Where children have difficulty, additional support will be given to these children, enabling them to take a full and active role. Tasks will also be adapted where necessary so that the children can succeed.

## Spiritual, Moral, Social and Cultural Development

Pupils' spiritual, moral, social and cultural development are at the heart of our work at Sherwood, and this is deeply promoted and developed through, not only the curriculum, but the wider life of the school.

## Reporting

When reporting about Pupil Premium funding we will include:

- information about the context of the school
- objectives for the year
- reasons for decision making
- analysis of data
- use of research
- nature of support and allocation
  - Learning in the curriculum
  - Social, emotional and behavioural issues
  - Enrichment beyond the curriculum
  - Families and community
- an overview of spending
  - total PPG (Pupil Premium grant) received
  - total PPG spent
- a summary of the impact of PPG
  - performance of disadvantaged pupils (compared to non-Pupil Premium children)
  - other evidence of impact e.g. Ofsted, Accreditations
  - case studies (pastoral support, individualised interventions)
  - implications for pupil premium spending the following year

The Governing Body will consider the information provided and will ensure that there is an annual statement to parents on the school website outlining how 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.

## Role of the Subject Leader

Throughout the year, discussions are held between the Subject Leader for Pupil Premium and Class Teachers, in line with the Monitoring and Evaluation Policy. In addition, there is regular dialogue between staff and the Pupil Premium Leader around how children are progressing, impact of support and intervention and further support required.

The Pupil Premium Leader is responsible for monitoring and evaluating the provision for children and families in receipt of Pupil Premium, and its impact, as well as working with staff to plan and provide support. They are responsible for ensuring the Pupil Premium Grant is spent strategically to support with closing the gap between pupil groups.

## Role of the Pupil Premium Governor

Our Pupil Premium Governor is a key part of our school leadership and works closely alongside the Pupil Premium Subject Leader to evaluate effectiveness and identify priorities for future development. The Pupil Premium Governor:

- Has an understanding of the National Strategy for the PP grant, and how this is applied in school.
- Alongside the Pupil Premium Subject Leader, develops and reviews the Pupil Premium policy, statement and strategy.
- Meets the Pupil Premium Leader regularly (at least termly).
- Takes part in the Pupil Premium audit and reviews next steps and impact from this.
- Receives regular updates and analysis of Pupil Premium children's academic and non-academic progress and attainment.
- Is involved in monitoring the impact of the Pupil Premium spending.
- Shares a visit report for governors after each visit to school.
- Is the Pupil Premium champion on the Governing Body.
- Ensures confidentiality of pupils at all times.

## Links with other Policies

These may be read in conjunction with the Pupil Premium Policy for further information.

- Curriculum Policies
- Role of subject Leader
- Health and Safety
- Equal Opportunities
- SEN
- Professional Development
- Assessment and Record Keeping

## Approval

Approval date: February 2023

Review date: July 2025

Signed (Headteacher):

Signed (On behalf of the Governing Body):

## Appendix 1



## The Sherwood Pupil Premium Grant Offer

- High quality teaching of a creative, engaging and inclusive curriculum
- Careful consideration of children's individual needs in order to enhance personalised provision
- All extra-curricular clubs with a charge attached to them (usually delivered by specialist providers), are offered with no charge
- All educational visits, including residential visits to Tower Wood and Plas Menai, are offered at a 50% reduction
- All specialist music tuition is offered at a 50% reduction
- BASE (Before and After School Enrichment) running from 7:30am until 8:55am and 3:30pm until 6:00pm, is offered at a 50% reduction
- A Sherwood tracksuit provided free of charge as children move into KS2
- A £25 uniform voucher, on admission to school, to be claimed through our uniform supplier