



Pupil Premium Strategy

School Details

Governor Lead:	Mr George Parker	
Nominated Lead Member of Staff:	Mr Mark Hazzard	
Status & Review Cycle:	Pupil Premium	Annual Review
Next Review Date:	September 2019	

RATIONALE

Ellenborough and Ewanrigg Infant School is committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. We believe that it is not background that is important but a child's passion and thirst for knowledge, and dedication and commitment to learning that make the difference between success and failure. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

BACKGROUND

Pupil Premium funding is a government initiative that targets additional support at pupils from deprived backgrounds. This is because research has shown that such pupils underachieve compared to other pupils. The money is provided to ensure that schools are able to support these pupils in achieving their full potential. The government have used pupils who are entitled to free school meals (FSM) as an indicator of deprivation and they allocate a fixed amount of money per pupil to schools each financial year based upon the number of pupils who have been registered for FSM at any point during the previous six years. An amount of money is also allocated to children who are looked after (LAC) and service children. The government does not dictate how this money should be spent but schools are expected to employ strategies that they are confident will 'diminish the difference' in attainment between those pupils which are considered to be deprived and those who are not. Schools are accountable for this allocation of resources and must demonstrate that pupils in receipt of Pupil Premium achieve well compared to other pupils. The funding is also used for the promotion of Extended services to raise aspiration e.g. university trips annually and for widening pupils awareness of the wider cultural diversity e.g. trips, visitors to school.

KEY PRINCIPLES

By following these key principles we believe that we can maximise the impact of our Pupil Premium spending:

High Expectations - Providing a culture where staff believe in all children and no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

High Profile - Diminishing differences in attainment will receive the highest priority in school. We adopt a whole school approach with all staff involved in identifying pupils in need and the barriers to their learning.

Early Intervention - We recognise that high quality early years provision with a strong emphasis upon developing early reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage in early life.

Inclusive Provision - We acknowledge that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of pupil premium funding and do not receive this additional funding. We will also use Pupil Premium funding to target more able pupils who are in receipt to ensure that they exceed age related expectations.

High Quality Teaching and Learning - We recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning. We will continue to ensure that **all** pupils

across the school receive at least good teaching with increasing percentages of outstanding teaching achieved across each year. We will ensure consistent application of key elements of teaching and learning such as planning, marking and assessment and carry out moderation activities to reinforce this. We give high priority to our appraisal systems for teachers and teaching assistants and ensure that high quality professional development is available to all staff. We use the Sutton Trust as a supportive document.

Emphasis on Basic Skills - We will concentrate our spending on achieving the highest possible standards in across the curriculum. This may be in the form of direct teaching and intervention or may be indirect through improving attendance, behaviour or access to resources and support. We place the highest importance on the breadth of the curriculum. Pupils must access the very broadest opportunities.

STRATEGIES

Identifying Need

All pupils who are in receipt of Pupil Premium will be identified and a Pupil Premium plan produced. Staff will complete a Needs Analysis for each child identifying any areas of underachievement and possible barriers to learning. Pupils will also be consulted and asked how they feel they are progressing and if there are any areas that they feel need additional Pupils' individual needs are considered carefully to ensure that they receive support that is suited to them.

Identifying barriers to Learning

We recognise that pupils can experience many barriers to their learning and that these barriers can be long term or of a more short term nature. We believe that it is vital that these barriers are identified and addressed in order for pupils to achieve their maximum potential. Analysis has shown that typical barriers may be:

- Children in the Early Years of school have poor language skills on entry which hinders their progress in communication, language and literacy.
- Some children with additional social and emotional needs struggle with their learning and on occasion their behaviours can affect the learning of those around them.
- Children lack first hand experiences, resulting in a lack of vocabulary across the curriculum
- Attendance rates for pupils eligible for PP are lower than non PP children. This reduces their school hours and can cause them to fall behind.
- Parental engagement with school and in their child's learning.
- Family circumstances, including level of support and resources at home, often impact negatively on children's learning

USE OF DATA

We acknowledge the importance of data and all staff are involved in its analysis so that they are aware of strengths and weaknesses across the school.

- Performance data is analysed each autumn term in order to evaluate the performance of all pupils. Comparisons are made between pupil premium and non-pupil premium pupils within the school as well as other pupils nationally. This data is used to provide school improvement targets
- Pupil Premium pupils are clearly identified on our school's tracking system and their progress in reading, writing and mathematics is tracked at least termly.

- All pupils are set targets in reading, writing and mathematics at the beginning of each academic year. These are reviewed at the end of each term in light of the results of assessments and adjusted accordingly.
- Every teacher will hold a Pupil Progress Meeting with the SLT each term to discuss the progress of individual pupils and agree targets and interventions.
- Data is used to monitor progress against annual targets. Pupils who are not making expected progress will be identified to receive specific interventions aimed at accelerating their progress.

Provision

We recognise that all of our pupils are individuals with varying needs and as such we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of attainment. Our provision includes:

- Phonics Intervention
- Numicon Intervention (for Mathematics)
- Providing a Breakfast Club
- High Pupil:Staff Ratio
- Providing children with an education in self-regulation
- Providing opportunities for children to engage with the arts

Reporting

We will ensure that we comply with guidance on reporting the use of Pupil Premium issued by the Department for Education by publishing the following information on our school website:

- Our Pupil Premium strategy
- Our Pupil Premium Expenditure Report for the previous academic year detailing how the funding was spent and the impact that this had

The head teacher will provide an annual report to the Governing body on how effective provision has been in achieving its objectives.

Monitoring and Evaluation

Members of the Senior Management Team have specific responsibilities in relation to Pupil Premium. There is a named Pupil Premium Governor. There is an annual report to Governors.