



Pupil Premium Policy

**This policy was adopted by the Governing Body in October 2024.
It is reviewed annually.**

This policy is due for review October 2025

Pupil Premium Policy

Liscard Primary School is a Rights Respecting School which aims to teach children about their rights and responsibilities towards others. Our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC).

[Article 19: to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment. Article 28: Every child has a right to an education. Article 29: Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax and play.]

Aims:

At Liscard Primary School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. This is reflected in our school motto 'Dream, Believe, Achieve'. 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 make 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 deprived 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. This fixed amount of money is expected to increase every year for the course of this current Parliament.

At Liscard Primary 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

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 (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils:

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of pupil premium and vulnerable children
- ALL pupil premium children benefit from the funding, not just those who are under performing
- 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 teaching, with increasing percentages of outstanding teaching achieved by using our team 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
- Provide high quality CPD
- Moderate both within schools and across schools

Increasing learning time

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

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours e.g.:
 1. Early mornings and after school
 2. Easter holidays

Individualising support

"There's no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they're all getting something somewhere."

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
- Using team leaders to provide high quality interventions across their year group
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
 1. Beanstalk – volunteer readers
 2. School Home Support
- Providing extensive support for parents
 1. to develop their own skills (Literacy, ICT, Family Works etc.)
 2. to support their children's learning within the curriculum
 3. to manage in times of crisis
- Tailoring interventions to the needs of the child (e.g. Targeted maths/English sessions in the afternoons for children who struggle in the main lesson)

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 crisis.

Monitoring and Evaluation:

We will ensure that:

- A wide range of data is used – achievement data, pupils’ work, observations, learning walks 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 and 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
- The SLT maintains an overview of pupil premium spending
- Governors take responsibility for pupil premium

Reporting:

When reporting about pupil premium funding we will include:

- information about the context of the school
- objectives for the year
 1. reasons for decision making
 2. analysis of data
 3. use of research
- nature of support and allocation
 1. Learning in the curriculum
 2. Social, emotional and behavioural issues
 3. Enrichment beyond the curriculum
 4. Families and community
- an overview of spending
 1. Total PPG (pupil premium grant) received
 2. Total PPG spent
 3. Total PPG remaining
- a summary of the impact of PPG
 1. Performance of disadvantaged pupils (compared to non-pupil premium children)
 2. Other evidence of impact e.g. Ofsted, Accreditations
 3. Implications for pupil premium spending the following year

The Governing Body will consider direct the headteacher to produce a Pupil Premium Strategy. The strategy will provide key priorities over a 4 year period. The priorities will be evaluated annually and the strategy updated. This will be published on the school website annually, outlining how the 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.