



West Earlham Infant and Nursery School

Pupil Premium Policy

1. Aims

At West Earlham Infant and Nursery school, we have high aspirations and ambitions for our children. We aim to enhance the lives of all our community members and bring hope for the future by valuing the contribution of all and by developing global citizenship. We all have the right to enjoy life, to learn, to be safe, to be treated kindly, to feel welcome and to be treated with respect. 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 is important.

Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect. At West Earlham Infant and Nursery School we will be using the indicator of those eligible for Free School Meals (FSM) as well as identified vulnerable groups (LAC, Post LAC and service Children) as our target children to 'close the gap' regarding attainment.

Our School also receives Early Years Pupil Premium funding which is allocated and spent in line with the objectives of our main Pupil Premium income.

2. Context

When making decisions about using pupil premium funding it is important to consider the context of our school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, 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".

3. Key Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending:-



A. Building Belief

We will provide a culture where:

- staff believe ALL children should achieve
- 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

B. 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 are committed to using Evidence Based Practice from Education Endowment Foundation, Sutton Trust, Jean Gross, Professor James Law (Improving Language Outcomes for Children research project) and The Communication Trust to support us in determining the strategies that will be most effective

C. Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- At West Earham Infant we define ‘vulnerable’ children as identified in Appendix 1
- 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.....”
- Other children will benefit from pupil premium
- We are sensitive and do not breach confidentiality in identification of children

D. 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 leaders to:

A. Set high expectations

- Address any within-school variance
- Ensure consistent implementation of the non-negotiable, e.g. marking and guided reading

- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

B. 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 to enhance social learning
 - After school
 - Breakfast Club

C. 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 support staff and class teachers communicate regularly
- Using team leaders to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
 - Volunteer readers
 - School Home Support
 - Early Help
- Providing extensive support for parents
 - to develop their own skills (ESOL, Literacy, ICT, Back to Work, Managing Money, CV Writing)
 - to support their children’s learning within the curriculum
 - to manage in times of crisis
- Tailoring interventions to the needs of the child (e.g. Targeted maths sessions in the afternoons for children who struggle in the main lesson, 1:1 Reading, speech and language support)
- Recognising and building on children’s strengths to further boost confidence

D. 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.

4. Monitoring and Evaluation

We will ensure that:

- A. A wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice
- B. Assessment data is collected termly so that the impact of interventions can be monitored regularly
- C. Assessments are closely moderated to ensure they are accurate
- D. Teaching staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- E. Regular feedback about performance is given to children and families
- F. Interventions are adapted or changed if they are not working
- G. Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- H. A designated member of the Senior Leadership Team maintains an overview of pupil premium spending
- I. A governor is given responsibility for pupil premium (Susan Newton)

5. 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 and 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
- Total PPG remaining
- 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
- Anonymised examples (pastoral support, individualised interventions)
- Implications for pupil premium spending the following year

The Governing Board 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. This task will be carried out in line with the requirements published by the Department for Education.

Approval

This policy has been reviewed in line with the 2010 Equality Act and Public Sector Equality Act. Due regard has been given to Equality.

This policy was reviewed and approved in **March 2021**. The date of the next formal review will be **March 2022** and every year thereafter, unless statutory legislation changes.

Policy approved by the Governing Board of West Earlham Infant and Nursery School.