



Sticklepath Community Primary Academy

Pupil Premium Policy

At Sticklepath Community Primary Academy, our expectation is that **all** children will succeed through our highly inclusive and supportive learning environment built around the philosophy of Growth Mindsets.

We are committed to widening children's life experiences and creating memorable episodes through a planned approach as part of our rich curriculum. This is particularly important for developing children's language skills and background knowledge – key for successful learning.

The mastery approach of the New Curriculum embeds this expectation that all pupils will achieve. It is the role of the school to ascertain all children's prior achievement and ensure they are supported, through scaffolded learning opportunities built on clear next steps and appropriate challenge, to achieve the desired outcomes.

All adults working with all pupils including disadvantaged pupils will take every opportunity on a daily basis to build on strengths in learning and tackle any barriers to learning.

What is Pupil Premium?

The Pupil Premium funding is given to schools by the government with the aim of targeting learning for specific groups of children:

- Pupils entitled to Free School Meals (FSM) using the government's eligibility criteria or those who have been identified for FSM in the past six years ('Ever 6 FSM')
- Children in Care
- Children belonging to Services Families (Service Premium)

The funding is added to the planned expenditure already in place to meet the needs of all children in school, in order for them to make good to outstanding progress in their learning (as measured by OFSTED, ASP, data from key stage assessments, etc).

In making provision for socially disadvantaged pupils, we recognise that not all pupils who are receipt of Pupil Premium will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are in receipt of Pupil Premium. The school is best placed to allocate the Pupil Premium funding to support any child or groups of children legitimately identified as being in need of intervention and support.

At Sticklepath, approximately 25% of our children are eligible for the Pupil Premium of £1320. This is in line with the national average. This percentage varies between cohorts of children. However, we recognise many of our families are in the 'Just about managing' group.

Provision

To support all pupils including disadvantaged pupils, the school takes a multi-layered approach.

1. Key Questions.

When considering the impact of provision on children's achievement, we ask ourselves the following questions:-

- How well did children achieve the learning?
- How are children engaging with the learning? • Are all children being cognitively challenged?
- Do we have high expectations of all children?
- What do we need to do differently for any child who is not making good progress?

2. Quality Wave 1 Teaching

- How well do children respond to Quality First Teaching? • Are they actively engaged in learning?

When asking these two questions, the class teacher will consider the following:-

- **Classroom organisation** – *does our classroom organisation ensure equity?*
- **Participation and Responding** – ***do all children participate?*** *If not, how can we structure their learning experience so that they do?*
- **Talk and collaborative learning** – *are these planned and meaningful? Do all children have the language skills to participate? ***If they don't, what do we do?****
- **Expectation** – ***do we have high expectations for all pupils?*** *Do we expect and ensure all pupils achieve?*
- **Contexts for Learning** – *do we create meaningful contexts for all pupils? Do we ensure pupils have the background knowledge and associated language skills to participate and learn? ***If they don't what do we do?****
- **Choice and decision making** – *do all pupils have the opportunities to make decisions and justify their reasoning?*
- **Being supported to make connections** – *are links between learning made explicit? Are pupils supported to use and apply key skills across all subjects in planned and meaningful ways?*
- **Mistakes and struggle** – *are all pupils allowed to work independently? Is cognitive challenge there for all pupils? Do pupils understand the link between mistakes, struggle and learning (the Learning Pit)?*

Additional support pupils may require to access Wave 1 teaching could include:-

- Pre-teaching of key concepts, particularly relating to new vocabulary
- Additional teaching in the afternoons to master key knowledge, skills and understanding taught in the morning; this could be delivered in a cross curricular approach in children

required additional opportunities to use and apply or could be further direct teaching ●
Relationships building

- Capturing and celebrating success and building on this e.g. 'Do you remember when you were successful in and how that felt. How could you use that to tackle this?' ●
Developing growth mindsets:
 - supporting children to fail
 - making children do what they find hard (not avoiding it!)
- Forced participation
- Checking in
- Setting high expectations including around precision and accuracy - and never compromising on these
- Weaning pupils off adult dependency
- Containing learning experiences e.g. by giving pupils a key question to focus on or a limited number of questions to complete
- Tight targets - which are repeated and referred to over and over and over... ● Scaffolding language:
 - providing sentence stems
 - time for oral rehearsal - in complete sentences
 - good role models to work alongside
 - selective word banks and key vocabulary

(the above list was taken from a staff meeting in April 2017 where teachers presented pupils who had made outstanding progress and what they had done to facilitate this; almost all pupils chosen were pupil premium pupils)

3. Identifying Barriers to Learning

The following list are potential barriers to learning. This list is not exhaustive! If barriers to learning are identified, the school will work with the child and parent(s) to address these:

- Low aspirations
- Low self esteem
- Lack of confidence
- Fear of failure
- Dependency/risk averse
- Poor learning behaviours

4. Wave 2 and Wave 3 Provision

If any pupil receives a Wave 2 or 3 intervention, this is time-limited, highly targeted support with clear outcomes.

When a pupil is in an intervention, there is an expectation that, where possible, the pupil will be given the opportunity to take on an expert role back in the classroom.

The adult leading the intervention will, in discussion with the class teacher, offer support to the child back in the classroom to ensure links are made.

Current Wave 2 and 3 Interventions:

- Achievement for All Programme linked into Working Memory
- Speech and Language
- Thrive-based nurture
- Wave 3 Reading and Project X

- Language Link (in Reception)
- Reading interventions based around fluency and/or comprehension

Whole School Processes

- **Professional meetings** – regular meetings take place between all adults involved with a child to ensure actions put in place are having an impact on outcomes
- **Team meetings** – team meetings are used to discuss progress and attainment of all pupils against the Yearly objectives
- **Lesson observations** – achievement of disadvantaged pupils will be one of the key criteria for judging the effectiveness of teaching
- **Pupil progress meetings** – these take place at the beginning of each term between the HT and individual teachers. Impact of provision is analysed and critiqued and provision for pupils causing concern is discussed. Target pupils are identified with clear achievement outcomes set.

Wider Outcomes for Pupils

The school recognises that the wider curriculum supports and enriches children’s development in all areas of learning and creates memorable, enriching life experiences, giving children a broader base on which new learning can be built.

Actions the school is taking to address wider outcomes for pupils:-

- Structured conversations with parents and child to ascertain how best they feel they can be supported
- Ensuring disadvantaged pupils are represented in clubs and arenas such as School Council
- Commitment to increase the percentage of disadvantaged pupils accessing clubs both within and beyond school
- Providing adult support on school trips etc to pupils with poor language and life experiences so that the adult can ‘narrate’ the day and provide the language needed for learning
- Working with other schools and agencies to provide out of school opportunities, particularly during holiday time

Monitoring and Reporting

- **Data** – this is analysed on a termly basis across the whole school. The progress of disadvantaged pupils and the impact of any interventions are analysed and actions are put in place.
- **Governance** – the school’s senior leaders report to Governors on a termly basis at the Teaching and Learning Committee on the impact of Pupil Premium funding on outcomes for pupils and at the Teaching and Learning Committee
- **Reporting** – The school’s Pupil Premium Action Plan is available on the school website. An annual impact report is also published online.
- **External Evaluation** - the school invests in at least annual external evaluation of the impact of its work for disadvantaged pupils.

As a matter of policy and practice Sticklepath Community School carries out an equality impact assessment (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics, in compliance with para 1.4.17 of the school Equality Policy, logged below:

Policy Name: Pupil Premium Strategy

Review Date: June 2022

*Reviewed May 2017 January 2018 June 2018
June 2019 June 2020 June 2021*

<i>Approved Date: 11.2014</i>	<i>EqIA Completed Date: 11.2014</i>
<i>Approved By: SMT</i>	<i>EqIA Completed By: AP</i>
<i>Author: SWA</i>	<i>Monitoring & Evaluation By: RBL</i>