

ROTHWELL VICTORIA PRIMARY LEARNING PARTNERSHIP

Pupil Premium Vision

November 2018

Every Child Matters

Enjoy and
Achieve



Be Healthy

Make a
Positive

Be Safe

Achieve
Economic
Wellbeing

Rothwell Victoria Infant School



CARE SHARE
HELP SMILE



Pupil Premium Vision

Our Vision across the RVPLP is to ensure that all members of the school community are able to achieve and to enjoy in their learning ; are healthy and safe; are able to make a positive contribution throughout their lives and achieve well-being. We believe that every member of the school community has a responsibility to the continuous improvement and fulfilment of potential in every child. We aim to achieve this through developing independence, self-discipline, positive behaviour and attitudes.

Aims

We believe that all children, regardless of their back ground, have the right to high aspirations and achieve their full potential. We aim to use the Pupil Premium funding to have maximum impact for the cohort of children who are eligible. This policy sets out to outline how we will use the funding to achieve this aim. It is our aim to educate the whole child and prepare them well for later life.

Context

As a school we recognise that the needs of each individual child are unique and very diverse. However research has shown that there are some common barriers to learning for Pupil Premium children. The Sutton Trust has recognised a general lack of support at home, language deprivation, lack of self-esteem, more frequent behaviour difficulties, attendance and punctuality issues. All of these barriers act to prevent children from reaching their maximum potential.

Key Principles

We believe in creating a positive environment where staff believe in the potential ability of ALL children and have high expectations for their learning. Staff employ varied and creative teaching strategies to meet the needs of individual, children. We recognise that not all pupils who are disadvantaged are registered or qualify for free school meals.

As a school we ensure that day to day quality first teaching meets the needs of each learner rather than relying on interventions to compensate for less than good teaching. We believe in inclusion first and intervention second.

Analysing Data/ identification of pupils' needs

All staff analyse their data and are aware of the strengths and weaknesses of all children across the year group. Pupil progress meetings are held on a regular basis and the information shared.

All staff are aware of their Pupil Premium (PP), Ever 6 and Looked After Children (LAC). All PP children benefit from the funding, regardless of ability

What does this mean?

Maximising teaching time

Improving attendance and punctuality

Providing earlier intervention in Key Stage 1 and EYFS

Providing opportunities for extracurricular activities both mornings and after school

Personalised Support

This involves;

Looking at the individual needs of each learner and identifying their barriers and gaps in learning.

Ensure additional support staff and class teachers communicate on a regular basis.

Team leaders co-ordinate high quality tailored interventions across their year group and review these regularly to maximise impact.

Work with outside agencies to provide additional expertise where appropriate.

Provide additional support for parents.

Celebrate children's achievements to build their self confidence in all areas of the curriculum.

Providing one to one support for those children who require it where appropriate.

Monitoring and Evaluation

A wide range of data is used; achievement data, progress meetings and data, pupils' work, observations, learning walks, staff, parent and pupil voice

The impact of interventions is frequently monitored by year leads, SENDCO and the Deputy Head of Teaching and Learning and adapted or changed where required- pupil progress meeting are used as a monitoring tool.

Teacher assessments are closely moderated to ensure standardization

Regular feedback is given to children and their parents regarding progress

The Deputy Head of Teaching and Learning and Vulnerable Children's Lead, monitor, drive and manage the PP provision.

A member of our Governing Body is responsible for over- seeing/ challenging the work of the and PP provision

Reporting

When reporting about PP funding, we will include:

Nature of support and allocation

An overview of spending

Summary of impact of PPG

This information will be discussed and shared with our Governing Body. They will ensure that there is an annual statement to the parents on the school website, outlining how the PP funding has been allocated to ensure that all PP children achieve their potential.