



1. OUR VISION, OUR STARTING POINT, OUR COMMON GROUND

We believe a **proactive, child-centred approach** to uniting our International Family of Learners allied to a **focus on shared values** will create a **cohesive learning community** where children demonstrate a **positive attitude to learning** and **achieve outstanding progress**.

We define our COMMON GROUND as:

- a. **we put children at the heart of everything we do**
achieving their safety, happiness and progress as learners underpins every aspect of our work
- b. **we set high standards**
with high expectations of, and aspirations for, all children
- c. **we support and challenge every child**
ensuring high quality teaching helps to overcome barriers to learning, and through building (and re-building) children's self-belief enable them to achieve their potential
- d. **we value individuals**
ensuring that every child receives an education that's tailored to their needs, and where enjoyment and achievement walk hand-in-hand
- e. **we enable children to shine**
giving them the opportunities, responsibility and trust needed to learn for themselves, and explore/use their talents
- f. **we build bridges**
between children, parents, families and communities and work in partnership with others for the benefit of children
- g. **we celebrate core values**
such as excellence, responsibility, respect, determination, independence, tolerance and trust as expressions of our school ethos

2. Background

- a. The pupil premium is a new 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.

- b. 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.
- c. This fixed amount of money is expected to increase every year for the course of this current Parliament.
- d. At Normand Croft 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.
- e. Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

3. Context

- a. We believe 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:
 - i. less support at home
 - ii. weak language and communication skills
 - iii. lack of confidence
 - iv. more frequent behaviour difficulties
 - v. attendance and/or punctuality issues.
- b. There may also be complex family situations that prevent children from flourishing.
- c. The challenges are varied and there is no "one size fits all".

4. 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:
 - i. staff believe in ALL children
 - ii. there are "no excuses" made for underperformance
 - iii. staff adopt a "solution-focused" approach to overcoming barriers

iv. staff support children to develop “growth” mindsets towards learning

b. **Analysing Data:** We will ensure that:

- i. All members of SLT & Governors are aware of the analysis of data so that they are fully aware of strengths and weaknesses and challenges facing children across the school
- ii. We use research (such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective in supporting children’s progress.

c. **Identification of Pupils:** We will ensure that:

- i. ALL teaching staff and support staff are involved in the identification of pupils, particularly through Pupil Progress meetings
- ii. ALL staff are aware of who pupil premium and vulnerable children are
- iii. ALL Pupil Premium children benefit from the funding, not just those who are underperforming
- iv. Underachievement at all levels is targeted (not just lower attaining pupils)
- v. Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if....”

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 lead practitioners to:

- i. Set high expectations
- ii. Address any within-school variance
- iii. Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- iv. Share good practice within the school and draw on external expertise
- v. Provide high quality CPD
- vi. Improve assessment through joint levelling and moderation

e. **Increasing learning time:** We will maximise the time children have to “catch up” through:

- i. Improving attendance and punctuality
- ii. Providing earlier intervention (KS1 and EYFS)
- iii. Extended learning out of school hours, early mornings and after school

f. **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:

- i. Looking at the individual needs of each child and identifying their barriers to learning
 - ii. Ensuring additional support staff and class teachers communicate regularly
 - iii. Using lead practitioners and the DH to provide high quality interventions across their phases
 - iv. Matching the skills of the support staff to the interventions they provide
 - v. Working with other agencies to bring in additional expertise
 - vi. School Home Support
 - vii. Providing extensive support for parents
 1. to develop their own skills (ESOL, Literacy, ICT, Back to Work, Managing Money)
 2. to support their children's learning within the curriculum
 3. to manage in times of crisis
 - viii. Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for children who struggle in the main lesson)
 - ix. Recognising and building on children's strengths to further boost confidence
- g. **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.

5. Monitoring and Evaluation

- a. We will ensure that:
 - i. A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
 - ii. Assessment Data is collected half termly so that the impact of interventions can be monitored regularly
 - iii. Assessments are closely moderated to ensure they are accurate
 - iv. Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
 - v. Regular feedback about performance is given to children and parents
 - vi. Interventions are adapted or changed if they are not working
 - vii. Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour

- viii. A designated member of the SLT maintains an overview of pupil premium spending
- ix. A governor is given responsibility for pupil premium

6. Reporting: When reporting about pupil premium funding we will include:

- a. information about the context of the school
- b. objectives for the year
- c. reasons for decision making
- d. analysis of data
- e. use of research
- f. nature of support and allocation
- g. Learning in the curriculum
- h. Social, emotional and behavioural issues
- i. Enrichment beyond the curriculum
- j. Families and community
- k. an overview of spending
- l. Total PPG (pupil premium grant) received
- m. Total PPG spent
- n. Total PPG remaining
- o. a summary of the impact of PPG
- p. Performance of disadvantaged pupils (compared to non-pupil premium children)
- q. Other evidence of impact e.g. Ofsted, Accreditations
- r. Case studies (pastoral support, individualised interventions)
- s. Implications for pupil premium spending the following year
- t. The Governing Body 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

Policy agreed by staff on: Autumn 2013

Policy agreed by governors on: Autumn Term 2013

Frequency of Review: Annual