



# **HARTWELL PRIMARY SCHOOL**

## **Pupil Premium Policy**

Hartwell Primary is a Voluntary Controlled academy and, recognising its historic foundation, works to preserve and develop its religious character in accordance with the principles of the Church of England. This includes the active promotion of Christian and British values and the respecting of those of other faiths or none.

*'Believe, Aspire, Grow'*

## **Aims**

At Hartwell Primary School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. 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 ensures success, and we are determined to ensure that our children are given every chance to realise their full potential.

Pupil premium funding represents a proportion of our budget and this policy along with our annual pupil premium expenditure review outlines how we spend it to ensure progress for our pupils.

## **Background**

The pupil premium is a government initiative that targets additional money for pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers.

The Pupil Premium funding is provided to enable these pupils to be supported to reach their full potential and diminish the difference between their achievement and their non-disadvantaged peers.

The Government has identified; pupils entitled to free school meals (FSM), looked after children (LAC) and service children as indicators of deprivation. An amount of money is allocated per child for schools to use to support pupils; this includes those who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

## **Context**

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. With possible challenges being varied, it is important to remember that there is no 'one size fits all' approach.

The DfE are clear that *'The pupil premium is paid to schools as they are best placed to assess what additional provision their pupils need.'*

*Ofsted inspections report on how schools' use of the funding affects the attainment of their disadvantaged pupils.'*

## **Key Principles**

By following the key principles below, we believe we can maximise the impact of our pupil premium spending and give all children a firm foundation of learning in which to build upon.

## **Building belief**

We will provide a culture where:

- staff believe in all children
- there are no excuses made for underperformance
- staff adopt a 'solution-focused' approach to overcoming barriers

- staff support children to develop a 'growth mind-set' towards learning

### **Analysing data**

We will ensure that:

- staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school.
- we use research (eg. the Sutton Trust) to support us in determining the strategies that will be most effective
- We review and analyse previous data to identify successful approaches and develop approaches that could be improved where appropriate

### **Identification of pupils**

We will ensure that:

- teaching staff and support staff are involved in the identification of pupils whom are eligible for pupil premium funding
- staff are aware of who pupil premium and vulnerable children are
- all pupil premium pupils benefit from the funding, not just those who are underperforming
- underachievement at all levels is targeted
- children's individual needs are considered carefully so that we provide support for those children who could be doing 'even better if...'
- provision is mapped clearly and robustly challenged during pupil progress meetings.

### **Improving day-to-day teaching**

We will continue to ensure that all children across the school receive outstanding teaching:

- setting high expectations
- addressing any within-school variance
- ensuring consistent implementation of the non-negotiables, eg. marking and feedback
- sharing good practice within the school and drawing on expertise
- providing high quality CPD
- improving assessment through work sampling and moderation during every half term.

Increasing learning time

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

- improving attendance and punctuality
- providing earlier intervention in the Early Years and Key Stage 1
- extended learning out of school hours – Homework Club

### **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 additional support staff and class teachers communicate regularly
- matching the skills of the support staff to the interventions they provide
- providing support for parents; to develop their own skills; to support their children's learning within the curriculum and to manage in times of challenge or crisis

- tailoring interventions to the needs of the child (eg. targeted Maths and writing sessions for pupils who struggle in the main lesson or could be pushed further to accelerate beyond their target)

Also refer to our Pupil Premium Statement found on the school website: [www.hartwellschool.com](http://www.hartwellschool.com)