

## **Alderley Edge Community Primary School Pupil Premium Policy**

### **Aims**

At Alderley Edge 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 make the difference between success and failure, and we are determined to ensure that our children are given every chance to maximise their full potential. Pupil premium funding is an important part of our budget and this policy outlines how we will ensure it is spent to maximum effect.

### **Background**

The pupil premium is a 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. 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. This fixed amount of money is expected to increase every year for the course of this current Parliament. At Alderley Edge Primary School we will be using the indicator of those eligible for FSM, Cared for Children (including adopted children) and Children from Forces' Families, as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment. AECPS plays a critical role in overseeing spending of Pupil Premium grant to meet the needs of these disadvantaged learners and contribute to furthering social mobility. The extra money is to fund actions to raise achievement in addition to and different from those which would ordinarily be offered in school. For example, recognising that cared for children may have specific needs which must be understood and addressed in order for them to operate successfully in school.

### **Context**

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 Pupil Premium children can be less support at home, high mobility, weak language and communication skills, and lack of confidence, more frequent behaviour difficulties, as well as, 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". Children in receipt of pupil premium receive targeted support to achieve high levels of progress so they maximise their potential both academically and socially. We provide a broad and balanced curriculum that inspires children to maximise their potential. We provide all children with an exciting range of

experiences and opportunities to recognise their own qualities regardless of need, ensuring that there is equality of opportunity.

### ***Pupil premium Since Covid***

As in previous years, we will continue to use the pupil premium to improve the attainment of disadvantaged pupils. The disproportionately high impact of COVID-19 on the education of disadvantaged pupils makes this more important than ever. AECPS will:

- Use our recovery premium (see below for further details regarding recovery premium funding) alongside our pupil premium funding and report on our use of them as a single sum in our strategy statement.
- Use the Dfe template to publish our strategy statement.
- Publish our strategy statement by 31 December every year - this enables AECPS to take on the needs of our new intake into account.
- Demonstrate how our spending decisions are informed by a range of evidence

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#overview>

### **Key Principles**

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

### ***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 “growth” mind-sets towards learning
- staff strive to overcome non-academic barriers to success in school such as attendance, behaviour and social and emotional.

### ***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. Progress and attainment targets will be monitored half-termly.
- We use evidence based research to determine the strategies that will be most effective

### ***Identification of Pupils***

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- 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....."

### ***Improving Day to Day Teaching***

We will continue to ensure that all children across the school receive high quality teaching, with increasing percentages of outstanding teaching achieved by using our best teachers to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality **CPD** – (Evidence across England shows using P.P funding to improve **teaching quality** is the most effective way to improve outcomes for disadvantaged pupils.)
- Improve assessment through peer support and moderation

### ***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 (if appropriate)

### ***Recovery Premium Funding (RPF)***

The recovery premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the pupil premium, this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils. AECPS will spend this recovery premium funding on evidence-based approaches to support pupils.

In line with the Education Endowment Foundation's pupil premium guide, activities will include those that support the quality of teaching, such as staff professional development; provide targeted academic support, such as tutoring and deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

Like the pupil premium, AECPS can:

- spend the recovery premium on a wider cohort of pupils than those who attract the funding,
- direct recovery premium spending where we think the need is greatest

## ***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:

- Looking at the individual needs of each child and identifying their barriers to learning both inside and outside the classroom.
- Put in place strategies to remove the barriers so inequality is reduced
- Ensuring additional support staff and class teachers communicate regularly
- Using lead professionals and the best teachers to deliver interventions
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing support for parents to develop their own skills e.g. maths and literacy support
- Tailoring interventions to the needs of the child
- Recognising and building on children’s strengths to further boost confidence

## ***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.

## ***Cultural Capital***

What is Cultural Capital?

Cultural Capital is the child. Now think of the child as a Jigsaw. That child or Jigsaw is made up of all the experiences that make them who they are. This includes traditions, cultures, religions and backgrounds. Every child and every practitioner will have different pieces or cultural capital that make up their jigsaw. It is the job as practitioners to give all children as many opportunities and experiences as possible, in order to give them the missing pieces to their jigsaws to help shape their understanding of life and how they live it.



At Alderley Edge Community Primary School, we are committed to ensuring all our children in receipt of Pupil Premium and Recovery Premium have access to the same opportunities as their non-pupil premium peers in order that they have the cultural knowledge and awareness to propel them further in their education, careers and social development.

## ***Monitoring and Evaluation***

We will ensure that:

- A wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Pupil trackers are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

## ***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
  - 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) and RPF (recovery premium funding) received
  - Total PPG and RPF spent
  - Total PPG and RPF remaining
- a summary of the impact of PPG and RPF
  - Performance of disadvantaged pupils (compared to non-pupil premium children)
  - Other evidence of impact e.g. Ofsted,
  - Pupil Premium trackers (pastoral support, individualised interventions)
  - Implications for pupil premium spending the following year

The Governing Body will consider the information provided and will ensure that there is Pupil Premium Strategy 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.

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pupil-premium>

Policy Reviewed – January 2022

Next Review – January 2024