



LINDFIELD
PRIMARY
ACADEMY

Lindfield Pupil Premium Policy

Ethos

Lindfield Primary Academy offers a positive, safe learning environment in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child. We recognise that every child is unique and encourage increasing independence and self-discipline amongst our pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour, attitudes and achievements.

Aim

We aim to cultivate positive parent partnerships with shared aspirations and responsibilities to ensure that every child leaves Lindfield Primary Academy excited about learning, resilient to setback and determined to succeed. We want to equip them with confidence, resilience and a passion for justice and equality and the skills that will enable them to thrive in life. We 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 contribute to the difference between success and under-achievement.

The targeted and strategic use of Pupil Premium Funding will support us in achieving our vision. All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least Age Related Expectations.

It is not the funding itself that will improve attainment gaps, but how we use it. Some children require additional support to meet their potential, and the Pupil Premium will provide us with the resources they need to provide that support.

The Pupil Premium is in addition to the school budget. The school's vision is to provide a happy, safe and secure environment which encourages children to 'Be the Best they can Be'. The targeted and strategic use of Pupil Premium funding will support us in achieving this vision.

Pupil Premium Spending

In order to ensure the Pupil Premium funding is spent successfully to improve achievement, the following will be used to ensure maximum outcomes:

- Ring-fence the funding so that it is always spent on the target group of children
- Never confuse eligibility for the Pupil Premium with low ability
- Support more able pupil premium children to reach their potential and accelerate progress
- Focus on supporting disadvantaged children to achieve the highest levels
- Thoroughly analyse which children are underachieving, particularly in English and Mathematics, and why.
- Use research evidence (evidence from our and other school's experience as well as OFSTED annual reports, information from DFE and Sutton Trust-EEF teaching and learning toolkit) to allocate the funding to the activities that are most likely to have an impact on improving achievement
- Understand the importance of ensuring that all day-to-day teaching is of a high quality and differentiated to meet the needs of each learner, and that interventions complement the quality first teaching.
- Use achievement data frequently (through half-termly pupil progress meetings and termly lesson observations) to check whether interventions or techniques are working and make adjustments

Allocation of Funds

- Allocation of spending each year is determined on need and may take a variety of different forms
- Providing small group work with an experienced teacher focussed on diminishing the difference in learning
- 1:1 support
- External provision (e.g. Summer School)
- Parent workshops and home learning opportunities to support parents to help their children's learning outside school
- Targeting more able children to reach their full potential

- Access to therapeutic interventions e.g. counselling, learning mentor,
- Breakfast Club Provision
- Enrichment and aspirational opportunities
- Cost of uniform provision
- Cost of educational school trips
- Participation in school club

Pupil Premium Tracking and Recording

The Class Teacher, Principal, Vice-Principal and the Pupil Premium Leader monitor and analyse the progress of pupils receiving Pupil Premium, using the school's tracking systems and by a more informal assessment of the wellbeing and emotional health of pupils.

A half-termly progress meeting is held with the Senior Leadership Team and class teachers to discuss progress of groups including Pupil Premium.

Reporting Pupil Premium

The Pupil Premium Lead produces regular reports for the Principal and Local Board on:

- The progress made towards “diminishing the difference” for socially disadvantaged children
- An outline of the provision in place in the school
- An evaluation of the effectiveness, in terms of the progress made by pupils receiving a particular provision

The Local Board and Academy Trust ensure that an annual statement is published to explain how effectively the Pupil Premium funding has been used. This task is carried out in accordance with any requirements published by the Department for Education. Please note that individual circumstances can impact upon the data and information related to this may not be published due to confidentiality but could be made available to the Local Board, The Local Authority or Ofsted if required.

Roles and Responsibilities

We expect all members of our school community, particularly staff and Local Board members to be committed to raising standards and diminishing the difference for our pupils.

Pupil Premium Leader

The Pupil Premium Leader:

- Evaluates the impact of provision made for Pupil Premium children and uses this to identify the most and least effective forms of provision.
- Records and tracks the achievement of Pupil Premium children over the course of their time at the school.
- Reports impact of Pupil Premium provision to the Local Board' Teaching and Learning committee termly.
- Co-ordinates the provision for Pupil Premium children.
- Liaises with outside agencies as needed.
- Co-ordinates the enrichment and aspirational opportunities for the children.

Teachers and Support Staff

Through classroom teaching and additional support strategies, teaching and support staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with ‘low ability’,
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive,
- Plan and deliver lessons to a high standard and support the acceleration of progress in learning, so that gaps can be diminished and improvements maintained.
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind,
- Keep up-to-date with teaching strategies and research, which have proven track record in diminishing the difference in attainment and achievement.

- Provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and diminish the difference.
- Evaluate the impact of Pupil Premium spend within their area of responsibility

Local Board

Our Local Board has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for diminishing the difference is implemented. A designated member liaises with the Pupil Premium Lead Teacher.

Our Local Board will review termly the progress in diminishing the difference and monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the Local Board will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact. At the end of the academic year, our Local Board will ensure that there is an annual statement published on the website to show parents how the Pupil Premium funding has been used to address the issue of diminishing the difference in our school and the impact this has had.

Continuing Professional Development

Pupil Premium funding may also be used to provide sustained professional development opportunities for teaching staff. This will be targeted to improve the quality of teaching in relation to specific strategies that research suggests will allow exceptional progress for disadvantaged children.

Development and Review

The evaluation of this policy is based on how quickly the school can diminish the difference between socially disadvantaged children and their peers.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children
- The vast majority of socially disadvantaged children will meet their individual targets
- Effective parental pupil school support
- Having an effective system for identifying, assessing and monitoring pupils
- Having a whole school approach
- Create a positive school atmosphere in which children's differences are recognised and valued as full members of the school community; developing confident and independent learners.