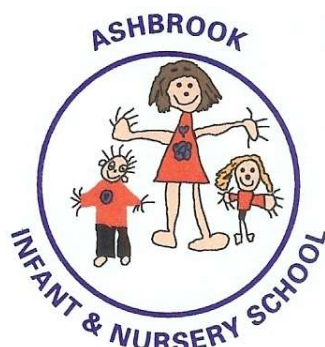


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ASHBROOK INFANT AND NURSERY SCHOOL

PUPIL PREMIUM POLICY

We believe that all children should have the opportunity to care for the world and each other, learn together and have fun doing so.

Our curriculum promotes high expectations and offers children a rich experience, promoting their understanding of the world beyond the school environment.

Children's well-being and happiness is at the heart of all we do. We provide first hand learning experiences that inspire children to develop supportive relationships, strong interpersonal skills and independence. We celebrate diversity and promote respect for our own, and the wider community.

Through our cross-curricular approach, children make links in their learning and become creative, critical thinkers.

Teamwork and a sense of responsibility are essential in achieving the positive attitudes that are needed for future learning and success.

Children leave Ashbrook Infant and Nursery School ready for Key Stage 2 and beyond. We have close links with our Junior school and provide extensive transition opportunities. Our children become resilient, confident individuals, ready for their next adventure.

Rationale

Governors and the leadership of the school seek to develop a strategic and coordinated approach to the spending of the Pupil Premium Funding, in order to ensure that the potential attainment gap between all pupils and pupils from low-income families is minimised.

Aims

- To draw up a coordinated plan (Pupil Premium Strategy) for the spending of each year's Pupil Premium funding.
- To raise awareness amongst all staff and Governors of the importance of diminishing the difference in attainment between pupils from disadvantaged and more affluent families.
- To ensure that plans for spending Pupil Premium funding are made explicit within the School Improvement Plan each year.
- To ensure that the effectiveness of the Pupil Premium Strategy is carefully monitored, in order to maximise the impact on pupil progress and attainment.

Purpose of Pupil Premium

Publicly-funded schools in England get extra funding from the government to help them improve the attainment of their disadvantaged pupils.

Evidence shows that children from disadvantaged backgrounds:

- generally, face extra challenges in reaching their potential at school
- often do not perform as well as their peers

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.

Eligibility and funding

The government has announced that pupil premium and service premium rates will remain unchanged for the financial year 2021 to 2022.

From April 2021, pupil premium allocations for mainstream and special schools will be calculated based on the number of eligible pupils recorded by schools in their census in October 2020.

Ever 6 free school meals

Pupil premium will continue to be based on Ever 6 free school meals, whereby pupils recorded as eligible for free school meals at the time of the October census, or at any point in the previous 6 years, will attract pupil premium funding.

For 2021 to 2022, this means pupils having been recorded as eligible for free school meals at any point between January 2015 and October 2020.

Use of the pupil premium

It is up to school leaders to decide how to spend the pupil premium. This is because school leaders are best-placed to assess their pupils' needs and use funding to improve attainment.

Whole School Strategies to promote good or better progress for every child:

(using the school's delegated budget)

1. QUALITY FIRST TEACHING: Quality First Teaching lies at the heart of sustained pupil progress and teachers aim to ensure that lessons are engaging, enjoyable, accessible, challenging and differentiated to support the needs of all pupils, including those with SEND and the academically more able.

2. SUPPORT FROM PARENTS AT HOME: We recognise that good relationships with parents and carers, together with clear, shared expectations and support enables parents to play an active role in supporting their children with learning at home. We have a 'Learning At Home Policy' which outlines our expectations in each year group and is shared with parents at the start of each academic year. Information sessions, such as workshops etc. are held throughout the year to support parents' understanding of the curriculum and how it is taught in school. Parents' meetings in the Autumn and Spring term allow time for detailed conversations about learning and progress along with the introduction of Class Dojo (June 2020) to further share with parents what is currently being taught in school.

3. REMOVING BARRIERS TO LEARNING AND ACCOUNTABILITY: Our formative assessment and day to day assessment for learning ensure that teachers are able to identify any potential barriers to each child's learning for Reading, Writing and Maths. Staff know which pupils are in receipt of Pupil Premium Funding and this information is shared with Teaching and Learning Assistants. Pupil Progress Dialogue meetings are held termly and teachers discuss individual Learning Support Plans for those children identified as:

- a) not on track to meet national expectations at the end of the year,
- b) not sustaining good progress over time,
- c) not meeting their potential based on prior attainment,

d) in a potentially vulnerable group (which may include academically more able)

4. INDIVIDUAL PUPIL TARGETS / MARKING AND FEEDBACK: Teachers use verbal and written feedback when marking. “Next steps” support children in understanding how they can make progress and improve their learning. In writing teachers use pedagogy stamps that allow the children to self-mark.

5. GOVERNOR MONITORING: The Governing Board has a named governor who has an overview of Pupil Premium funding, provision and pupil progress. This governor is currently Mr. Karl Moore, and he liaises with the Deputy Headteacher/Pupil Premium Lead to keep up to date with Pupil Premium in school.