

The Friars Primary School
Cannon Street
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Pupil Premium Policy



Happiness – Achievement – Respect – Determination

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1. Relationship to Vision Statement, Mission Statement and Shared Values

- 1.1. This policy document relates to The Friars Primary School's vision statement and shared values:

The Friars Primary School will take children forward into the future by promoting high levels of achievement, respecting and meeting their unique academic, social and emotional needs so all children are prepared for the next stage of their education and life in modern Britain. This is underpinned by the shared values that will drive the work of the school: **happiness, achievement, respect** and **determination**.

- 1.2. Specifically, this policy supports our vision and shared values by:
- Supporting a **determined approach** to ensuring the progress, **achievement** and attainment of disadvantaged children

- 1.3. This policy document is also intended to support our mission statement:

The Friars Primary School provides a calm, nurturing and caring environment that helps *all* children to grow in confidence and self-esteem as learners. Through creating a safe, supportive and **happy** environment, children are able to make progress and achieve their potential. At The Friars Primary School, we believe English and Mathematics are the backbone of children's academic success and **achievement**. Teaching and learning is based on accurate, reliable and timely information from assessment *of* learning and assessment *for* learning. Differences in learning are **respected** and our staff are **determined** to meet the needs of *all* children to promote high levels of **achievement**.

We are **determined** in driving our own school improvement, setting our own priorities and targets and recognising that, for the benefit of the children, we can always develop our policies and practices to maximise progress, **achievement** and wider outcomes. The leadership and management of the school put into place effective systems for quality-assurance and self-evaluation.

- 1.4. Specifically, this policy document relates to the following aspects of the mission statement:

- Ensuring children access the help and support they need
- Setting down the content and use of our 'Pupil Premium Strategy' document
- Taking into account pastoral issues that may need to be addressed if children are mentally in the right space to learn

2. Policy Aims

2.1. The major aim of this policy is to ensure children make sufficient progress and reach their academic potential where they are at risk of not doing so. This includes children who are able and most able in our school community.

2.2. The following principles are promoted through this policy document:

- Day-to-day teaching, learning and assessment must be focused on the needs of all children as part of quality-first teaching or Tier 1 provision (see 'Assessment and Intervention Policy');
- Appropriate provision should be made available for children belonging to vulnerable groups which is timely and clearly related to particular learning needs; and
- Recognition that not all children eligible for FSM are registered as such and, as a consequence, the school will use our insight into individual circumstances to determine whether or not allocation of Pupil Premium is justified.

2.3. Staff at The Friars Primary School are expected to:

- Maintain high expectations of all children and not equate disadvantage with low ability;
- Create a safe and supportive environment in which learning can take place;
- Plan and deliver lessons that support and challenge children of different abilities;
- Plan and deliver progressive teaching sequences that allow children to build skills, knowledge and understanding;
- Support children who are disadvantaged academically and pastorally, deploying adult support and using advice offered by colleagues; and
- Know key groups in the classroom/cohort as a whole, ensuring data on progress and achievement in SPTO is used to inform teaching, learning and intervention.

3. Outline of Procedures and Expectations

3.1. As already stated in '1. Policy Aims', it is expected that the needs of all children are met as part of quality-first teaching/Tier 1. Where children are not progressing as expected, Tier 1 intervention is implemented (see 'SEND Policy') and, in some cases, it will be necessary for Tier 2 provision to be established. Responsibility for practice at Tier 1 and Tier 2 is primarily lies with the classroom teachers with the Deputy Head Teacher being informed of identified children and steps taken.

3.2. At least three times per year, data is analysed with a specific focus on Pupil Premium and Non-Pupil Premium performance – see '4. Statement(s) of Intended Impact...'

3.3. Each year, the 'Pupil Premium Strategy' for our school will be published. This will contain:

- details of the amount of Pupil Premium received for an academic year;
- details of the main barriers to educational achievement in our context;
- details of how the Pupil Premium allocation will be spent to address the barriers identified and *why these approaches were taken*;
- details of how the impact of Pupil Premium will be measured; and
- date(s) for reviewing the 'Pupil Premium Strategy'.

4. Statement(s) of Intended Impact on Children's Learning and Experiences

4.1. The 'Pupil Premium Strategy' sets down the intended outcomes for children and how impact of actions will be measured. This is reviewed a minimum of three times per year.

4.2. At the end of each academic year, the 'Pupil Premium Strategy' for the following year contains information regarding how Pupil Premium allocation as spent and the impact on eligible pupils *as well as other pupils* during the previous academic year.