

# **Cookridge Primary School Pupil Premium Policy 2021- 2024**



***Reviewed November 2021  
Review November 2024***

***The Pupil Premium Policy will be published on the school website.***

***‘Together We Achieve the Extraordinary’***



# Cookridge Primary School Pupil Premium

## **Pupil premium policy**

This policy incorporates the aims and values of our school ethos statement,

*Children are born with a natural curiosity and a desire to learn. It is an eagerness to explore, discover and figure things out. The more explorative a child is, the more they learn. Nurturing this curiosity is one of the most important ways you can help children to become lifelong learners.*

*Cookridge Primary School recognises this innate desire to learn, creating a learning provision that cherishes each child as an individual, with their own special talents, interests, characteristics and part to play in society.*

*We are passionate about making a difference every day and believe that our children should be at the heart of everything we do. The environment and curriculum we provide creates learning that is fun, active and personalised, inspiring all to achieve their very best.*

*As a school, we welcome families from diverse faiths and cultures, and work with them and the local community to provide the very best for any child. In partnership with parents, we aim to educate children who are resilient, respectful, and able to love and care for others and see learning as an exciting, challenging and integral part of life. We want our children to aim high with a tradition of pride in what they and others do, creating a school community that is happy, caring and one that moulds our future society into one to be proud of.*

*Cookridge Primary School does this by creating an inclusive climate of challenge for our children and staff in which it is safe to make mistakes secure in the knowledge that we will support each other along our journey of discovery.*

This ethos is reflected in the desire, commitment and aspirations of our school staff to address and overcome socio-economic factors – or any other external factor – which may hinder pupil progress and attainment, and ultimately affect their life chances.

The school recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. The school does not use this policy to displace any current strategies that intervene and support its pupils in achieving positive progress. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

## **Aims**

- To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, supported by use of additional, delegated funding.
- To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.
- To develop internal support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.
- To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

## **Specific Intended outcomes**

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved:



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| Intended outcome  | Success criteria  |
|---|---|
| Key Stage 1 children secure the basic fluency skills in writing and reading needed to learn all other facets (handwriting, reading fluency).  | PPG children's progress is in line with national and the gap between PPG and Non-PPG is ever decreasing.  |
| KS2 children are diminishing the difference in Reading.   | PPG children's progress and attainment is in line with national.  |
| Parents are more informed as to the pedagogical approaches we use and able to support their children better at home, especially with the use of home learning platforms. Ultimately, improving % of PPG children achieving ARE and narrowing the gap in attainment between PPG and Non-PPG by the end of KS2. | The home learning platform (website) helps provide parents/carers with access to resources and guidance of how to help their children at home. The school provides opportunities for PPG families to receive extra support, funding for enrichment, nurture and advice on their children's education. |
| Parent are more likely to have limited higher order reading skills such as skimming, scanning, synthesis and empathy.   |   |
| Are less likely to read at home.  | More children read regularly at home or are receiving intervention at school.   |
| Are less likely to have high aspirations of themselves.   | Child know what is their best work and know how to improve  |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils:

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Narrowing the gap in KS1 writing and reading, between PPG and Non-PPG, by securing basic skills.                      |
| 2                | Narrowing gap in KS2 reading, between PPG and Non-PPG, by securing basic comprehension skills.                        |
| 3                | To support our children's health and wellbeing to enable them to access learning at an appropriate level.             |
| 4                | Parent are more likely to have limited higher order reading skills such as skimming, scanning, synthesis and empathy. |
| 5                | Are less likely to read at home.  |
| 6                | Are less likely to have high aspirations of themselves.   |

## Systems, procedures and practice

Under the strategic leadership of the head teacher, the operational management of the school's policy for pupil premium is led by the deputy head teacher, supported by (In a strategical and accountability measure) the designated governor for Pupil Premium. Pupils are identified promptly and appropriate support is put in place.

The team consists of the following members:

- Deputy head teacher – senior leader
- SENDCo
- Family support worker
- School Office Manager
- Designated governor for Pupil Premium children

Each member has specific responsibilities, which include sharing and monitoring the impact of any funded support and/or intervention.

## Deputy Head Teacher (with support from the SENDCo)

The deputy head teacher is a designated system leader for pupil premium and will take overall lead responsibility for ensuring staff, governors, pupils and families remain informed and up-to-date with all developments relating to pupil premium

This will include:

- Developing robust systems and procedures for planning, monitoring and reviewing the impact of pupil premium
- Ensuring appropriate allocation and use of funding for pupils training for staff and governors
- Providing individual guidance and support for staff to ensure most effective impact of funding
- Providing regular, detailed and comprehensive information for governors
- Provide termly pupil premium progress reports for HT and governors



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- Under the guidance of the head teacher, complete PP plan, incorporating delegated funding
- Where appropriate arrange meetings with parents and pupil re. needs analysis
- Provide appropriate support and guidance for staff when planning pupil premium targets and support
- Liaise with external partners and agencies, where necessary
- Monitor quality and impact of intervention, e.g. one-to-one support, mentoring, etc.
- Ensure classroom support assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support
- Take prompt action to inform senior leaders of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage
- Provide information on allocation for pupil premium funding via the school website and reports to governors
- Maintain a record of pupil progress and impact of mentoring, and provide feedback to the class teacher

### **School Office manager/admin.**

- Monitor delegation of funding for pupil premium
- Provides information on allocation for pupil premium funding to the DHT
- Identify and list pupils in each class September

### **Family support worker**

- Work with the Family Support worker and deputy head teacher to monitor pupil attendance
- Liaise with external partners and agencies, where appropriate
- Seek to promote the personal wellbeing of pupils and their involvement in the wider opportunities available through the extended curriculum
- Work with class teachers, pupils and parents in supporting provision for pupils

### **Governors**

The designated link governor for pupil premium will act on behalf of the governors to monitor and review the progress and impact of pupil premium funding. This will involve regular meetings with the deputy head teacher to evaluate pupil premium plans and subsequent impact on progress and attainment; evaluating termly reports from senior leaders; participating in discussions with pupils, where appropriate, with a focus on learning and success.