



# London Colney Primary and Nursery School

## Pupil Premium Policy

**Review Date: October 2021**

### **Ethos Statement**

London Colney School offers a positive, safe learning environment for its community, 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 encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.

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Sarah Joyce  
Headteacher

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Date

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Theresa Clements  
Chair of Governors

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Date

## **Aims:**

At London Colney, 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 realise their full potential. Pupil premium funding represents a significant proportion 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 disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged 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. At London Colney, we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to increase attainment.

## **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 disadvantaged children can be: less support at home; weak language and communication skills; lack of confidence; more frequent social, emotional and mental health difficulties; and 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”.

## **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 that there are “no limits” to what our children can achieve
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mindsets towards learning

### ***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
- We use research (e.g. Education Endowment Foundation Toolkit) to support us in determining 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 quality first teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. Pupil conferencing and reading lessons/expectations.
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation
- Weekly assessment meetings with all staff and SLT to ensure cycle of assessment is used to inform planning and monitor progress.

### **Increasing learning time**

We will maximise the time children have to make progress through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours
  - Early mornings and after school
  - Saturdays
  - Easter holidays

### **Individualising support**

*"Teachers and teaching assistants are conscientious and work successfully to engage all their pupils, whatever their needs, and help them to become successful learners."*  
(Ofsted 2017)

We will ensure that the additional support we provide is effective by:

- Considering the individual needs of each child and identifying barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Ensuring that any interventions are based on effective assessment and targeted to individual needs.
- Regularly reviewing progress and effectiveness of any additional interventions.

- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
  - Beanstalk – volunteer readers
  - SupportSchool family support worker

- Providing extensive support for parents
  - to develop their own skills
  - to support their children's learning within the curriculum
  - to manage in times of crisis
  - opportunity for Key Stage 1 parents to participate in Families Connect Programme
- Recognising and building on children's strengths to further boost confidence (Happy to be me, Art therapy, Drama therapy, Music Nurture Group)
- Offering additional parent learning consultations for all children in receipt of pupil premium funding.

### ***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.

We offer daily breakfast for all children in the school. Breakfast time in classrooms is based on evidence from Nurture UK about the importance of snack time as a social event and has a strong focus on developing oracy and a sense of community in our classrooms.

All children in receipt of pupil premium funding are invited to attend breakfast club and extra-curricular clubs free of charge.

### **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 frequently 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
- Case studies 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 mental health issues
- Enrichment beyond the curriculum
- Families and community
- an overview of spending
  - Total PPG (pupil premium grant) received
  - Total PPG spent
  - Total PPG remaining

- a summary of the impact of PPG
  - Performance of disadvantaged pupils (compared to non-pupil premium children)
  - Other evidence of impact e.g. Ofsted, Accreditations
  - Case studies (pastoral support, individualised interventions)
  - Implications for pupil premium spending the following year

The Governing Body will consider the information provided to ensure that pupil premium funding is used to achieve maximum impact for our children.