

CALTHWAITE CHURCH OF ENGLAND SCHOOL

Calthwaite

PENRITH

Cumbria

CA11 9QT

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Rationale

Calthwaite Primary School is committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. We believe that it is not background that is important but a child's passion and thirst for knowledge, and dedication and commitment to learning that make the difference. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

Background

The Pupil Premium is a government initiative that targets additional funding at pupils from disadvantaged backgrounds because research has shown that such pupils underachieve compared to other pupils. The money is provided to ensure that schools are able to support these pupils in achieving their full potential. The government have used pupils who are entitled to free school meals (FSM) as an indicator of disadvantage and they allocate a fixed amount of money per pupil to schools each financial year based upon the number of pupils who have been registered for FSM at any point during the previous six years. An amount of money is also allocated to children who are looked after (LAC) and service children. The government does not dictate how this money should be spent but we are expected to employ strategies that we are confident will 'diminish the difference' in attainment between those pupils which are considered to be disadvantaged and those who are not. We are accountable for this allocation of resources and must demonstrate that pupils in receipt of Pupil Premium achieve well compared to other pupils.



Key Principles

By following these key principles we believe that we can maximise the impact of our Pupil Premium spending:

High expectations

We will provide a culture where staff believe in all children and no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

High Profile

Narrowing gaps in attainment will receive the highest priority in school. We have an identified school Governor and a member of the SLT who will monitor and report on the performance of pupils eligible for Pupil Premium and support the development of high quality teaching and learning. We adopt a whole school approach with all staff involved in identifying pupils in need and the barriers to their learning through termly Pupil Progress Meetings.

Early Intervention

We recognise that high quality early years provision with a strong emphasis upon developing early reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage in early life.

Inclusive Provision

We acknowledge that FSM pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of FSM and do not receive this additional funding. We will also use Pupil Premium funding to target more able pupils who are in receipt of FSM to ensure that they exceed age related expectations.

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High Quality Teaching and Learning

We recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning. We will continue to ensure that all pupils across the school receive high quality learning experiences through effective teaching. We will ensure consistent application of key elements of teaching and learning such as planning, marking and assessment and carry out moderation activities to reinforce this. We give high priority to our appraisal systems for teachers and teaching assistants and ensure that high quality professional development is available to all staff. We use the Sutton Trust (EEF) as a supportive document.

Emphasis on Basic Skills

We will concentrate our spending on achieving the highest possible standards in English and mathematics. This may be in the form of direct teaching and intervention or may be indirect through improving attendance, behaviour or access to resources and support. We place the highest Importance on the breadth of the curriculum. Pupils must access the very broadest opportunities.

Strategies

Identifying Need

All pupils who are in receipt of Pupil Premium will be identified and a Pupil Premium plan produced. Staff will complete a Needs Analysis for each child identifying any areas of underachievement and possible barriers to learning. Pupils will also be consulted and asked how they feel they are progressing and if there are any areas that they feel need additional support. This consultation will be in the form of a questionnaire for pupils in key stage 2 and face to face talk



for younger pupils. Pupils' individual needs are considered carefully to ensure that they receive support that is suited to them.

Barriers to Learning

We recognise that pupils can experience many barriers to their learning and that these barriers can be long term or of a more short term nature. We believe that it is vital that these barriers are identified and addressed in order for pupils to achieve their maximum potential. Analysis has shown that typical barriers may be:

- attendance and punctuality issues
- lack of support at home
- weak language and communication skills
- behaviour and emotional difficulties
- low confidence and self-esteem
- lack of resources to support homework

Use of Data

We acknowledge the importance of data and all staff are involved in its analysis so that they are aware of strengths and weaknesses across the school.

- ASP (raise) is analysed each Autumn in order to evaluate the performance of FSM pupils. Comparisons are made with non FSM pupils within the school as well as other pupils nationally. This data is used to set challenging targets for improvement where necessary. These targets are set high, in line with non-FSM pupils rather than other FSM nationally, to ensure that the highest possible standards of attainment are reached.
- Pupil Premium pupils are clearly identified on our school's tracking system and their progress in reading, writing and mathematics is tracked at least termly.

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- All pupils are set targets in reading, writing and mathematics at the beginning of each academic year. These are reviewed at the end of each term in light of the results of assessments and adjusted accordingly.
- Every teacher will hold a Pupil Progress Meeting with the Senco/ head each term to discuss the progress of individual pupils and agree targets and interventions.
- Data is used to monitor progress against annual targets. Pupils who are not making expected progress will be identified to receive specific interventions aimed at accelerating their progress.

Provision We recognise that all of our pupils are individuals with varying needs and as such we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of attainment. Our provision includes:

- Small group interventions and 1:1 tutoring
- Social and emotional skill interventions (using BLP/ Jigsaw)
- SATs booster classes
- Additional pupil/ teacher learning conferences.

A Pupil Premium Strategy Plan is produced annually detailing our provision for the year. This is reviewed termly through Pupil Premium Progress meetings between class teacher and the Pupil Premium designated Lead. These meetings use the most recent assessment data, social, emotional and behaviour levels and attendance to plan interventions for particular children who are not meeting age related expectations. Reporting We will ensure that we comply with guidance on reporting the use of Pupil Premium issued by the Department for Education by



publishing the following information on our school website:

- Our Pupil Premium Rationale
- Our Pupil Premium Strategy Plan detailing plans for expenditure in the existing academic year
- Our Pupil Premium Expenditure Report for the previous academic year detailing how the funding was spent and the impact that this had. The Head teacher will provide an annual report to the Governing body on how effective provision has been in achieving its objectives. Monitoring and Evaluation Members of the Senior Management Team have specific responsibilities in relation to Pupil Premium. The teaching and Learning committee specifically monitor pupil premium. There is a termly Pupil Premium agenda, discussed at Full Governor Meetings. An annual report to Governors outlining the impact and outcomes of Pupil Premium provision.

Date of next review: September 2018