



## Pupil Premium

### NON- NEGOCIABLES FOR DISADVANTAGED CHILDREN 2022

- Marking and Feedback – Marking of books first, mark with the child when possible, verbal feedback and discussion prioritised, learning values embedded
- Self Esteem – important roles and responsibilities in class and across the wider school
- Strong links with families – going above and beyond to share positives, to encourage activities, support with possible barriers e.g lateness – free place at breakfast club
- Priority for ELSA
- Priority for all clubs
- QFT – Prioritised for additional speech and language, phonics, reading, number weekly – Priority when questioning in teaching sessions
- Pupil Progress/ Gaps group – receive intervention as a priority to close gaps quickly
- Additional resources for home e.g. Copy of class novel, maths resources [manipulatives], Phonic materials, IT equipment
- Important roles in school – School Council, Sports Ambassadors, Well Being Leaders, Reading Crew, Sports teams [Child's voice]
- Enrichment activity selection to ensure aspirational learners e.g. Sports coach sessions, art sessions
- Aspirational trips/guests linked to children e.g. Leicester University, Space Centre, careers – vet, paramedic, firefighter
- High quality resources that enrich the curriculum
- Sports – priority for teams, activities like cross country, free sessions and resources to aid practise provided. Mr Hill and Mr Throop to support with arrangements of pickups and drop offs as needed.
- Snack, milk, FSM, breakfast foods
- Trips, music, clubs, swimming – subsidised
- Before school club care funding to support arriving on time

### OVERVIEW

#### Whole School

Provision of a high quality learning environment which is centred on quality first teaching which is underpinned by effective and accurate assessment, tailored to identify pupil's gaps and barriers to learning

Targeted teaching groups –PP are a priority

Engaging, exciting and enriched curriculum – creative approach to learning

Inclusive and positive school culture underpinned by values and moral purpose that all pupils will achieve

Reward schemes which encourage pupils to demonstrate positive learning attitudes

Learning Values and Characteristics of Effective Learning embedded

Aspirational target setting, linked to rigorous tracking and assessment

Targeted Maths and English interventions

Targeted attendance

Targeted social, emotional and behavioral nurture support [ELSA], including the use of external agencies, when needed

Targeted provision maps – overseen by PP and SEND leads

Parents evenings, phone calls home and informal conversations on the playground to engage

Offer parents opportunities to support pupils at home and gain an understanding of curriculum content using Knowledge Organisers

Additional learning resources for SEND children e.g. I pads

### **Targeted Strategies for disadvantaged pupils**

Progress for all- targeted PP pupils

Feedback and marking

Snack to allow PP pupils to be more prepared for learning

Provision of extended clubs

Learning Interventions

ELSA to support pupils' social, emotional and behavioural needs

Pupil Voice e.g. School Council

Music tuition support

Non Negotiables as above

Targeted Strategies for FSM pupils

Uniform provision

Funding of educational visits and residential visits

Milk and toast

Provision of extended schools- breakfast club could be offered

## The Role of the Class Teacher

The Code of Conduct clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

Being aware of the school's procedures for identification and assessment of, and subsequent provision for Pupil Premium pupils.

Collaborating with the Pupil Premium Leader to decide the action required to assist the Pupil Premium pupils to progress.

Working with the Pupil Premium Leader to collect all available information on the pupils.

Working with Pupil Premium pupils on a daily basis to deliver a broad and balanced, appropriately differentiated curriculum, to ensure that they are making expected or accelerated progress.

Keeping records of Pupil Premium pupils' progress and report to the Pupil Premium Leader on pupil progress when required.

Working closely with HLTAs, TAs and the SENDCO to ensure Pupil Premium pupils reach their full potential.

Liaising with parents and outside agencies when appropriate.

## OUR BUILDING BLOCKS TO SUCCESS

1	2	3	4	5	6	7
Our whole school ethos priority is attainment for ALL	We address behaviour and attendance to ensure the best opportunities for learning	High quality teaching for all. Teachers and support staff are given opportunities for CPD, mentoring and networking	Meeting children's individual learning needs is a priority	Deploying our staff effectively for our children	Data driven and responding to evidence quickly	Clear responsive leadership at all levels with phase group and whole staff communication being key