



## Thornhill Primary School Pupil Premium Policy

Date Issued	Autumn Term 2018
Governor Approval Date	Autumn Term 2018
Date of Next Review	Autumn Term 2020

Through our provision we aim to encourage all children to become lifelong learners.  
To be responsible, self-confident and to believe in themselves.

At Thornhill primary School, we have the highest of aspiration and ambition for all of our children and believe that no child should fall behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge. It is 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. This policy outlines how we will ensure our Pupil Premium Grant is spent to maximum effect.

### Principles

*'Every child is unique, and at the heart of everything we do'* and all members of staff and governors accept responsibility for vulnerable pupils within Thornhill Primary school. We are committed to meeting the pastoral, social and academic needs of these children.

As with every child in our care, a child who is considered to be 'vulnerable' is valued, respected and entitled to make progress, irrespective of need.

### Background

The pupil premium is additional funding and is designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers as research suggests that they underachieve compared to their non-disadvantaged peers.

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 school per pupil based on the number of pupils registered for

FSM over a six year rolling period. At Thornhill Primary School we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

**Context:**

When making decisions about using pupil premium funding, it is important to consider the context of the school and the subsequent changes faced. Common barriers for disadvantaged children can be; less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, parent mental health, attendance and punctuality issues as well as other barriers which significantly impact a child's ability to learn and make progress during their time in school. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all' description of a disadvantaged or vulnerable learner.

**Key principles:**

By following the key principles below, we believe that we can maximise the impact of our pupil premium spending.

**1. School culture**

We will provide a culture where:

- Staff believe in all children
- There are no excuses made for underperformance
- Staff adopt a 'solution-focused' approach to overcoming barriers
- Staff support children to develop a positive attitude towards learning

**2. 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 (such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

**3. Identification of pupils**

We will ensure that:

- All teaching staff are involved in the analysis of data and identification of pupils
- All staff are aware of who pupil premium and vulnerable children are
- 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

**4. Day to day teaching**

We will continue to ensure that all children across the school receive teaching that:

- Sets high expectations
- Ensures marking and feedback are consistently applied
- Shares good practice within the school, drawing on internal expertise
- Assessment is accurate through internal and external moderation

## 5. **Increasing learning time**

We will maximise the time children have to 'close the gap' through:

- Improving attendance and punctuality
- Providing early intervention
- Making good use of homework, after school clubs, booster classes

## 6. **Individualising support**

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

- Looking at the individual needs of each child and identifying their barriers to learning
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing support for parents to develop their own skills and to support their children's learning within the curriculum
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence

## 7. **Going the extra mile**

In our determination to ensure that all children succeed, we recognise the need for and are committed to providing individualised interventions for set periods of time to support children.

## 8. **Monitoring and evaluation**

We will ensure that:

- A wide range of data is used – attainment and progress data, pupils' work, observations, learning walks, and staff, pupil and parent voice
- Assessment data is collected regularly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff attend pupil progress meetings each half term and additional provision for children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- A governor is given the responsibility for pupil premium

## 9. **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 behavioural issues, enrichment beyond the curriculum, families and community
- An overview of spending; total grant received, total spent and total remaining
- A summary of the impact of pupil premium funding; performance of disadvantaged pupils and implications for pupil premium spending the following year

The governing body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how pupil

premium funding has been used to address the issue of closing the gap for pupils eligible for pupil premium. This task will be carried out in line with the requirements published by the Department for Education.

Policy reviewed: September 2018