



**Stanley Crook Primary School** Wooley Terrace, Stanley Crook, Co. Durham, DL15 9AN

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OUR MISSION: TO TRY OUR BEST, TO TELL THE TRUTH, TO LOOK AFTER EACH OTHER AND THE COMMUNITY

*"Pupils' personal development, behaviour and welfare is OUTSTANDING" (Ofsted, 2019)*

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# Pupil Premium Policy

Completed by: Mr D Christie

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**Stanley Crook Primary School is committed to improving outcomes for all pupils**



# Stanley Crook Primary School

## Pupil Premium Policy

### **Vision Statement:**

Stanley Crook Primary School is committed to improving outcomes for all pupils through delivering a curriculum which is dynamic, fun and meaningful in a safe, secure and stimulating learning environment with high standards and expectations. We are passionate about developing lifelong skills which will enable all pupils to be resilient, respectful, independent and successful citizens of the future.

### **Aims:**

At Stanley Crook Primary School, we have high aspirations and ambitions for our pupils 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 pupils 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 new government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived 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 pupils and service pupils 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. This fixed amount of money is expected to increase every year for the course of this current Parliament. At Stanley Crook Primary School we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target pupils 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 challenges faced. Common barriers for FSM pupils can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent pupils 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 in ALL pupils
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support pupils 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 (such as Fischer Family Trust Self-Evaluation toolkits) 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 target pupils
- ALL staff are aware of who pupil premium and vulnerable pupils are
- ALL pupil premium pupils benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Pupils' individual needs are considered carefully so that we provide support for those pupils who could be doing “even better if.....”

## **Improving Day to Day Teaching**

We will continue to ensure that **all** pupils across the school receive AT LEAST good 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. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

## **Increasing learning time**

We will maximise the time pupils have to “catch up” 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**

“There's no stigma attached to being in a learning support programme in this school. Everyone needs something, whatever that might be, and so pupils are all getting something somewhere.”

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
- Ensuring additional support staff and class teachers communicate regularly
- Using subject leaders to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise such as Relax Kids and Therapeutic Story Writing
- Providing extensive support for parents to develop their own skills (Mad4Maths and SmartEnglish workshops; Emergency First Aid; New National Curriculum workshops; SATs Information workshops) and to support their child's learning within the curriculum
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for pupils who struggle in the main lesson)
- Recognising and building on pupils' strengths to further boost confidence (e.g. providing cross-curricular learning opportunities)

## **‘Going the Extra Mile’**

In our determination to ensure that ALL pupils succeed, we recognise the need for and are committed to providing completely individualised learning support programmes for set periods of time to support pupils.

## **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 half termly 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 pupils is reviewed
- Regular feedback about performance is given to pupils 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 behavioural 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 pupils)
- 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 and will ensure that there is an annual statement to the parents on the school website outlining how the 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.