



**Courthouse Green Primary School**  
**'Doing our best to be our best'**



**Pupil Premium Policy 2016 - 2019**

***We aim to instil in all our children a love of learning***

In partnership with our families, we are committed to ensure that all our children feel included and valued in all aspects of school life so that they are excited and inspired about their learning and are determined to succeed. Through the curriculum we want to teach them to persevere and to collaborate, to be curious, imaginative and resourceful learners.

**School Aim**

To provide all learners with clear, high quality, engaging opportunities that enable them to make rapid gains in their learning and develop the skills, knowledge and attitudes that will ensure they are successful throughout their schooling. Through this high quality education our children will be inspired to aim high and be ambitious to achieve well in all they do.

**Principles of Learning**

We have high expectations for ourselves and our children, we encourage everyone to believe in themselves through having an ambitious vision which expects everyone to achieve their very best and which is shared by all. We are a happy, inclusive, supportive, nurturing and understanding school community.

Our curriculum is rich and exciting, providing the children with opportunities to talk and discuss with confidence their views on the world in which they live and how to improve it. Through this they develop tolerance, respect and a good understanding of the benefits of democracy and law and the impact they have on the society in which they live.

Children will be partners in their learning, taking an active role and talking with confidence about the progress they are making and how to improve it. Through all learning opportunities we develop in children a growth mindset; they understand that making mistakes is part of the learning process and develop a keenness to persevere and have the resilience to keep striving.

**Fostering engagement**

Working effectively with our children, their parents and outside agencies is essential in closing the achievement gap for our children. Listening to our families and their children in order to understand them and determine the best way to provide effective support is vital. We believe that through actively demonstrating partnership, challenge, care and support through our parent friendly approach we provide the most effective support for our children. Through this we inspire community aspiration and ambition and remove potential social and emotional barriers that affect achievement.

**Use of Pupil Premium Funding**

The targeted and strategic use of Pupil Premium funding will support us in enabling disadvantaged children to achieve these aims, removing barriers to their learning and progress (academic, social and emotional) in order that underachievement is challenged and they have equal access to all learning opportunities provided. We use funding to provide proven, targeted intervention in order that all disadvantaged children achieve as well as other children within their cohort irrespective of their starting points.

The School Leadership Team and Governing Body closely monitor and evaluate the impact of all resource allocation to ensure that it effectively closes the achievement gap between disadvantaged children and their peers. We believe strongly that the best intervention that can be provided for a child is through focused assessment and targeted support from their class teacher. Through the use of targets and very focused marking we help all of our children to understand what it is they are doing well and what they need to do to improve further. We promote peer to peer support and self reflection to empower our learners in the progress gains they make.

### **Range of provision**

We use proven interventions and research in order to create action plans of support. For those disadvantaged children who are working below age related expectations we use the following strategies to enable them to close the achievement gap with their peers:

- Providing small group work focussed on overcoming gaps in learning support (Targeted Reading, Maths, Writing)
- 1:1 support to embed skills within and following a lesson to stop a child falling behind (Wobbly wallet, 1:1 RWInc)
- Additional teaching and learning opportunities provided through trained LSAs or external agencies.
- Pastoral and emotional support by LM and Family Support Workers (Forest School, Thrive Action Plans, Nurture, Social Skills, support to improve attendance)

### **Reporting**

The Governors of the school will publish information annually on how they have used their Pupil Premium funding to address the issue of 'closing the achievement gap' for disadvantaged children. It will be the responsibility of the Head teacher to ensure the school's progress towards 'closing the achievement gap' for disadvantaged children and produce a report to be given to the Full Governing Body which will be posted on the school website on a twice yearly basis.

The Pupil Outcomes Leadership Team of Governors will evaluate the effectiveness of:

- The provision that was made during the term since the last report.
- The impact that this provision is having.
- Where it hasn't made a difference what further action will take place.
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They will report this termly to the Full Governors as part of feedback of their monitoring.

Date: April 2016

Review: July 2019

S Malam