



THE CHILDREN FIRST LEARNING PARTNERSHIP PUPIL PREMIUM POLICY 2019

1. BACKGROUND

The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that children from deprived backgrounds underachieve compared to their non-deprived peers. The Premium is provided to enable these children to be supported to reach their potential. The Government has used children 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 schools per child based on the number of pupils registered for FSM (for any length of time) over a rolling six year period. These children are known as our Ever 6 group.

2. ETHOS STATEMENT

The Children First Learning Partnership offers a positive, inclusive, safe learning environment for its learners, in which everyone has equal and individual recognition and respect. We celebrate difference and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence and confidence amongst the children. Everyone within the school has an important role to play in sharing responsibility for the development of positive attitudes to learning and excellent behaviour.

3. AIMS

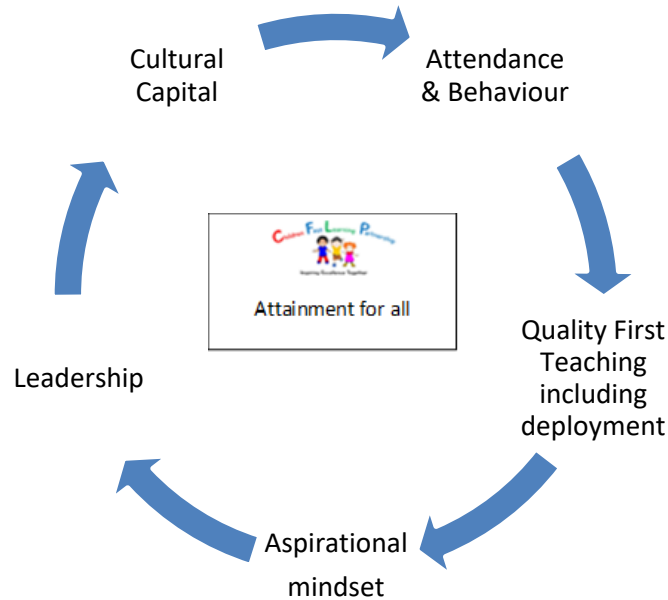
We have high aspirations and ambitions for our children and we believe that every child can achieve. By undertaking the approach of 'profile, predict and prevent' in our Triple A Strategy, the Children First Learning Partnership aims to achieve the following for all DA pupils.



By doing so we believe we will have an impact on pupils:

- self-esteem and confidence
- progress and achievement
- attitude towards learning and attendance
- well-being and mental health
- access to their full curriculum entitlement

4. KEY PRINCIPLES TO ACHIEVE SUCCESS:



Quality First Teaching

Our Leaders believe this is the key to the success of the vast majority of our pupils.

- The high expectations of our staff, strong knowledge of educational pedagogy and the national curriculum content ensure lessons will move swiftly using AfL precisely to respond to needs.
- Our classrooms promote an honest, open and independent approach to learning where misconceptions are used wisely to embed and deepen learning.
- Pace is ambitious, weaving in time to practice, embed and deepen knowledge
- Reasonable adjustments are made to ensure all learners meet at least age related expectation and intervention is both swift, purposeful and specific to ensure those who are working below expected levels can achieve.
- Formative and summative assessment is used effectively to identify the gains pupils have made and our staff respond appropriately
- The deployment of resources such as staff is flexible and reflective to need.

Aspirational Mindset

- We will promote a no excuses culture across all our schools where barriers are quickly challenged and the collaborative working of the MAT is used to tackle them with rigour and speed.
- Target setting will avoid all stereotyping and will ensure that opportunities are provided for our most disadvantaged to

Attendance and Behaviour

- Our schools provide clear behaviour and attendance policies which are applied with consistency by all.
- Strong CPD support leaders to monitor, tackle and rectify any issues relating to behaviour, SEMH and poor attendance
- Intervention will be rapid, personalised and supportive, also extending into the home if appropriate.

Cultural Capital

- Our schools recognise the need to enhance the breadth and range of 'life' experiences for many of our most disadvantaged.
- We will do this by ensuring all attend clubs, have access to all trips, are encouraged to learn how to play a musical instrument, are provided with access to high quality and wide range of reading materials and have time to learn and use a wide range of subject specific and creative vocabulary.

5. ROLES AND RESPONSIBILITIES

Across the Children First Learning Partnership leaders will develop an aspirational culture and ethos for attainment and success for all disadvantaged pupils by:

- Be proactive – Use our Profile, predict and prevent strategy
 - Use Data well to be responsive to need
 - Use Pupil Premium funding effectively
 - Challenge all stereotypes
 - Use target setting to raise aspiration and close gaps
 - Be outward looking, working alongside other schools and agencies to raise standards
 - Ensure staff knowledge is current and based on research of successful practice
 - Devolve responsibility of raising attainment to all staff
 - Ensure all staff have the capacity to support children's needs
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- The Executive Headteacher/Headteacher will approve the overall strategy for deploying Pupil Premium funding and presented in the PP Strategy
 - A member of the senior leadership team is our Pupil Premium Champion and evaluates the quality of provision and impact of our core offer on a termly basis and provides solutions where barriers occur.
 - Each school has an Inclusion Link and the Children First Learning Partnership has an Inclusion Champion whose roles include ensuring our multi academy trust provides ambitious provision which to aspires close any attainment gaps and ensures all pupils who are disadvantaged access their full curriculum entitlement. This will be done via termly monitoring of the PP budget and PP strategy alongside observing provision, talking to pupils and talking to staff.

Class teachers:

- All staff are expected to have an in-depth knowledge of all the children they teach and support, especially those children identified in a vulnerable group.
- All teachers are accountable for the progress made by the children they teach.
- All staff will ensure they adopt teaching and learning strategies that meet the needs of individuals and groups via quality first teaching.
- All staff will be expected to use the Triple A Strategy to profile their DA pupils, predict any possible barriers for them and also prevent underachievement via the use of the strategies provided.
- All staff will demonstrate a commitment to engaging with parents of our most disadvantaged pupils
- All staff will demonstrate a commitment to reasonably adjusting practice both within the classroom and in all aspects of school life.

6. MONITORING AND EVALUATION

We will be monitoring and evaluating the achievement of our Pupil Premium pupils as an individual group in comparison to all other pupils within our schools via the analysis of our internal teacher assessment and standardised testing, attendance data and behaviour logs, pupil interviews and any other specific monitoring activity on a termly basis.

Local Advisory Board's will monitor this policy annually and review their pupil premium strategy and be informed of the impact it is having on our most advantaged pupils on a termly basis via their Inclusion Link Local Advisory Board member and Pupil Premium Champion.