



Aston Lodge
Primary School
Show Pride • Reach for the Stars

PUPIL PREMIUM POLICY 2022/23

**ASTON LODGE
PRIMARY SCHOOL**

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Pupil Premium Policy

Ethos Statement

- At Aston Lodge, we set high expectations for all our pupils and ourselves. We are committed to promoting, achieving and maintaining high standards in all key stages with pupils at the centre of all that our school is about. We are committed to every child making good or better progress throughout their school life. Pupil premium funding is an increasing amount within our budget and this policy outlines how we will ensure it is spent to maximum effect. At the heart of our curriculum intent we strive to provide all our pupils with an ambitious, creative and innovative curriculum, Which prepares our pupils for the next stage of their education and gives them the essential knowledge and skills to play their part in an ever changing world.

Intention 1: Removing Barriers to learning

Four common barriers (listed below), if left unchallenged, will limit the progress, engagement and development of our pupils, We therefore aim to remove barriers to learning and support pupils ability to access the curriculum through the development:

- **Literacy and language acquisition**
- Numeracy
- Oracy
- Vocabulary

Intention 2:Developing knowledge and skills for learning in a range of subjects

Each curriculum area intends to grow mini subject specialists through the development of the subject knowledge and skills. Pupil knowledge and essential learning skills go hand in hand, We strive, at all times, for personal excellence by developing the key 5 skills for success below:

- Recall
- Interpretation
- Creativity
- Analysis
- Evaluation

Intention 3: Developing personal attributes (The Lodge way)

The Lodge Way allows us all to promote the attributes our children need in order to develop their **independence, responsibility** and **resilience** to have a happy and successful life.



Intention 4: To Enrich pupils' experiences and broaden their horizons:

Our school curriculum seeks to equip pupils with the understanding of how to develop themselves into well rounded citizens and maintain healthy relationships; to enrich their and broaden their horizons, both in their cultural capital and future aspirations, Our curriculum will offer:

- Experiential Learning- Trips, visitors, first aid training
- Hands-on Experiences- Practical opportunities in the classroom
- Extracurricular opportunities- sports clubs, school shows
- Wider opportunities-DoE, Residential, Camps international, charity work/involvement

Background:

Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their 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 children and service children 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 Aston Lodge we will be using the indicator of those eligible for FSM, as well as identifying 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 barriers to learning specific to the vulnerable group. The challenges are varied and careful consideration should be given to the needs of the children.

Key Principles:

We firmly believe that our pupils are the beating heart of our school and everything we do is about ensuring the best possible start in life for them. This is achieved by building strong foundations for learning within a nurturing yet stimulating environment.

We recognise that every child has potential and it is our responsibility to nurture their successes and development as they move through Aston Lodge School.

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

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

Identification of Pupils

We will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils
- All staff are aware of who pupil premium and vulnerable children are
- Inadequate progress at all levels is targeted (not just for below age related)

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good/outstanding teaching through using 'Quality First Teaching';

- scaffolding-temporary supports, allowing pupils to gain knowledge and skills needed to succeed
- Explicit instruction-teacher demonstration, guided practice, independent practice
- Cognitive and metacognitive strategies-chunking work, supporting planning and evaluation of learning
- Flexible grouping-groups are formed explicit to purpose
- Technology-teacher modelling, pupil practice
- (Special Educational Needs in Mainstream School, Guidance Report EFF) Set high expectations
- Continue to deliver highly differentiated learning that includes personalised learning where appropriate.
- Address any training needs through high-quality CPD, coaching or performance management.
- Ensure consistent implementation of marking and feedback policies.
- Share good practice within the school and draw on external expertise
- Continue to develop assessment procedures through moderation and staff training.

Individualising support

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 where appropriate.

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 support staff to provide high quality interventions across their phases.
- Matching the skills of the support staff to the interventions they provide
- SENCo & SLT to monitor progress of vulnerable groups within school and to liaise/support/coach class teachers in achieving/maintaining good progress.
- Working with other agencies to bring in additional expertise
 - Learning Support Services
 - Educational Psychology
 - Behaviour Support Services
 - Speech and Language
 - Autism Communication team

- Occupational Therapy
- CAMHS
- Providing extensive support for parents
 - Open door policy
 - Family Support Worker
 - Structured conversations
 - Parent workshops

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 attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Designated members 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 children)
- 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.

Written by Sarah Cronin