**Courthouse Green Primary School**

**‘Doing our best to be our best’**

**Pupil Premium Provision and Practice**

**PURPOSE**

The Pupil Premium is additional funding paid to schools in respect of their disadvantaged pupils (pupils who have been registered for free school meals at any point in the last six years or are looked after continuously by the local authority for more than six months). School received this funding to support their eligible pupils and narrow the attainment gap between them and their peers. Headteachers are free to decide how best to use the Premium to support their Ever6 FSM and Looked After Pupils. The level of premium per pupil in 2013-2014 is £953 and from September 2014 this will rise again to £1300 per pupil. The total funds available for 2014 -2015 will be £322,800

At Courthouse Green Primary School we have high aspirations and ambitions for our children and we believe that no child should be allowed to underachieve. 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 children are given every chance to achieve well, whatever their starting point. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be poverty of expectation and so are determined to create a climate that does not limit a child’s potential in any way.

We support all our pupils by providing high quality classroom teaching supplemented by interventions to support vulnerable learners as and when required. The School Leadership Team and Governing Body use the progress of individual pupils as our first starting point when allocating additional resource to support pupils’ progress. 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 pupils to understand what it is they are doing well and what they need to do to improve further.

**KEY FACTS**

* Our school motto ‘Doing our best to be our best’ reflects our high expectations of the whole school community
* As Ofsted (2013) noted, *“*Disadvantaged pupils make good progress because extra funding is used effectively and gaps in attainment are closing in all subjects”.
* Courthouse Green is now a first school of choice within and beyond our school community with all year groups full.
* We are engaged in and committed to partnership working with a wide range of organisations which strongly enhances our provision and supports our local community to support all pupils and families in need of help.
* Accreditations reflecting our best practice include: Financial Management in School; Healthy School Mark; Arts Award (Silver); Anti Bullying Award; the Junior Leadership Team come highly commended after coming Runners Up in the Speaker's School Council Awards.

**RECENT INITIATIVES / IMPROVEMENTS:**

***Following Raiseonline analysis we are particularly focusing our monitoring and intervention on supporting our Low Attaining pupils and further closing the underachievement gap of our disadvantaged pupils.***

* The School is striving to be a “Growth Mindset School” – determined to create a positive culture in which everyone can achieve well
* Increased performance at KS2 and KS1
* Increased percentages of children working at or above age related levels
* Gap between key groups has been significantly narrowed
* Improved phonics scores (which are above National)
* Additional non-class based teachers established across each phase to continue to improve quality of teaching, ensure greater consistency in practice and expectations thus ensuring whole school consistency
* Earlier intervention in place in years from EYFS (Analysis of 2012 data indicated underachievement across school in writing, with many of our children coming into school with poor early language skills which would then impact on their use of language for writing). We had provided additional support in EY to develop language (additional adult to child ratio, introduction of the WELCOMM programme and provided 1:1 tuition across EY and KS1 in phonics).
* Maths was also an issue across school; we have introduced a new maths curriculum to ensure more progressive, effective teaching of maths, introduced additional intervention programmes and improved whole school approach to teaching Maths through the use of Numicon to support children’s understanding in maths, especially in relation to number and calculation
* Broader use of research to inform decision making and policy – Sutton Trust Toolkit  interventions, within school variance and Carol Dweck’s Mindsets



**ALLOCATION OF FUNDS**

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 children can be lack of 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 children from flourishing. The challenges are varied and there is no “one size fits all”.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school.

We have analysed our data thoroughly and have made use of a range of research, such as parental engagement research, children as writers, good practice in using pupil premium funding, the Sutton trust research on within school variance and the Sutton Trust toolkit, to inform our decision making.

In addition to this we have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

**KEY PRINCIPLES**

***Building Belief***

We provide a culture where:

* staff believe ALL children can and will achieve
* there are “no excuses” made for underperformance
* staff adopt a “solution-focused” approach to overcoming barriers
* staff support children to develop “growth” mindsets towards learning

***Analysing Data***

* 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 analysis of data and identification of  pupils
* ALL staff are aware of who their disadvantaged and vulnerable children are
* ALL disadvantaged children benefit from the funding, not just those who are  underperforming
* 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 if.....”



***Improving Day to Day Teaching***

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our year and senior 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 leveling and moderation

***Increasing learning time***

We will maximise the time children have to “catch up” through:

* Improving attendance and punctuality
* Providing earlier intervention (KS1 and EYFS)

***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
* Ensuring additional support staff and class teachers communicate regularly
* Matching the skills of the support staff to the interventions they provide
* Working with other agencies to bring in additional expertise
* Providing extensive support for parents
* Recognising and building on children’s strengths to further boost confidence

***Going the Extra Mile***

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.