



KING'S NORTHWAY
PRIMARY ACADEMY

SCHOOLS OF CHARACTER
MAKING GREAT LEADERS

Pupil Premium Policy



GREAT SCHOOLS
TRUST

King's Northway Primary Academy

Introduction:

King's Northway Primary Academy is a strong and distinctive community, where we value each other as part of the family. We show this through our planning, our teaching, our relationships and respect for each other as individual learners. We are all learners – no matter our age or time within this or another School.

Learning potential is realised most when parents and teachers work in partnership. We believe in our children and we want our children to believe in themselves – they will then 'believe and achieve'. We set ourselves the high standard of: All learners, All achieving, All the time. Our Policy for Teaching and Learning is underpinned by this ethos.

The King's Northway Curriculum has a golden thread that links a rich tapestry of knowledge, interwoven with key skills and allows children to engage with, connect with and understand their locality and rich cultural offer and take their places as global citizens in the twenty first century.

The King's Northway Values for Victory exemplifies an ethos that builds community and provides the expectations for excellent attitude and learning behaviour. The curriculum is planned to allow children to explore, evaluate and improve. Children know the high expectations and are encouraged to strive for success in all that they do. Children are nurtured so they can engage with their learning without barriers and reach their own potential. King's Northway understands that aspiration is good but aspiration for all: all learners, all valued, all achieving...all the time.

Our Curriculum is a progressive programme of study, where children are exposed to knowledge and skills year on year. Children should see the 'big picture' as they progress through school and see building blocks coming into place. They will be immersed in a rich vocabulary and text-base to inspire a love of learning and given the opportunity to share their knowledge. Children can exemplify their prior knowledge and staff teach from this starting point, knowing the expectation for their specific year group. Low state quizzing for pre-assessments endeavour the development of sticky knowledge and post-assessment give children the satisfaction of achievement. Each subject area is taught discretely but has clear cross-curricular links and crossover of skills. We give core subjects and basic skills a strong emphasis but passionately believe in a wide, broad, rich curriculum, where children have deeper learning experiences and develop a life-long love of learning...developing dynamic and industrious citizens for Liverpool and the world who can make a positive contribution.

Excellence, enjoyment, enrichment, progression and relevance are all key principles of our King's Northway Curriculum from Nursery to Year 6.



RESPECT • TRUST • COURAGE • COMPASSION • FORGIVENESS • PERSEVERANCE • HOPE

1. Statement of consideration of equalities in all policies and procedures

This policy outlines the teaching, organisation and management of Pupil Premium at Northway Primary School. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff.

2. Intent

Aims

Pupil Premium is allocated on the current number of children on free school meals and 'Ever 6 FSM' (children identified as being on FSM at any time within the last 6 years).

The Government believes that the Pupil Premium Grant, which is in addition to main school funding, is the best way to address inequalities between children eligible for free school meals (FSM) and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Objectives

- We ensure teaching and learning opportunities meet the needs of all pupils
- We ensure that adequate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following analysis of data of all year groups linked to our tracking which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

3. Implementation

The range of provision we consider making for this groups could include:

1. Targeted interventions to meet the specific needs of pupils.
2. Providing small group support, with an experienced member of staff focusing on overcoming gaps in learning, thus improving opportunities for effective AfL and accelerating progress
3. Additional support and training of our teaching staff to ensure that they have the appropriate skills to meet the specific needs of children.
5. 1:1 support
6. Additional teaching and learning opportunities provided.
7. Developing a rich and meaningful curriculum which gives all children a love of learning and broadens their experiences.
8. Encouraging Pupil Premium pupils to access after school clubs and competitions to develop their experiences.
9. Providing additional resources for pupils to support learning.
10. Addressing individual pupil's barriers to learning.

All our work through the Pupil Premium will be aimed at accelerating progress, moving the children to at least age related expectations. Initially this will be in Reading, Writing and Maths, and supported through our Northway Curriculum.

Pupil Premium resources may also be used to target able FSM children to achieve age related expectations and ensure at least good progress for all.

It will be the responsibility of the Pupil Premium Lead to produce regular reports for the Governors on:

1. The progress made towards narrowing the gap, by year group for socially disadvantaged pupils
2. An outline of the provision that was made
3. An evaluation of cost effectiveness, in terms of the progress made by pupils receiving a particular provision, when compared to other forms of support

The Governors of the school will ensure there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

Strategies

See Pupil Premium Strategy.

Resources (including iPads)

See Pupil Premium Strategy.

4. Impact

Outcomes

The outcome of this will be to reduce disadvantage being a barrier to pupil's learning and widen pupil's experiences. To enable all pupils to achieve their best and make expected progress.

Assessment

The Pupil Premium expenditure and strategies used to support Pupil Premium pupils is reviewed termly. Data is collected to provide evidence of impact against strategies used to develop progress with these pupils. This progress and review is stated within the Pupil Premium Strategy Report.

5. Monitoring and Review

Strategies are monitored throughout the year. Interventions are monitored and reviewed by Subject and Assessment Lead. All other strategies are evidenced through the Pupil Premium Strategy.

Role of the pupil / parent and Subject Lead

At Northway we know the importance of working closely with parents and carers to ensure that pupils receive the best support possible with their learning. It will be important for Parents to engage with any strategy implemented to support their child and ensure they are present within school to receive additional support. We at Northway, will continue to review the strategies and ensure pupils are receiving individual support to make the expected progress in line with Age related expectations. Adaptions to strategies will be made if they fail to have impact with Pupil Premium pupils.

