

THE 'WHAT'S POSSIBLE' POLICY

A RESPONSE TO THE PUPIL PREMIUM AGENDA

September 2017



Imagine and believe, inspire and achieve



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Why 'What's Possible'? Rationale

This policy is underpinned by a belief that every single one of our pupils, irrespective of circumstance, deserves the very best start in life. Our school is fiercely ambitious about the potential and possibilities for every learner and, as such, asks for all pupils 'What is possible for you?'

WHY? Research demonstrates that familial aspiration is not limited – indeed, 97% of new parents **want** their baby to, one day, go to University yet, by the time that child is 14, belief that they **will go** drops to 51%.

Nationally and locally, there exists a difference in attainment between pupils who are and are not eligible for Pupil Premium. This policy drives our strategies to ensure every pupil achieves their best.

Farmilo Primary School believes in an Ethic of Excellence:

- A Love of Learning
- Pride in all we do
- Resilience
- The acquisition of skills for life, underpinned by life experiences.

The school receives funding from the Government, known as the Pupil Premium funding. This supports funding of provision which enables our pupils to explore their abilities, talents and skills and ensure all pupil access the same high quality teaching, make progress and fulfil their ambitions.

Championing Learning

At Farmilo, we have two members of staff who fulfil the roles of Pupil Premium Champions: Vanessa Blore (Deputy Headteacher and KS1 Champion) and Adam Newman (KS2 Leader and KS2 Champion). Their role is to drive and monitor the provision facilitated by the Premium Funding including reporting on progress of Pupil Premium pupils, outlining and reviewing provision including this policy and evaluating the cost-effectiveness of what is in place. However, the accountability for the progress, attainment and learning of all pupils, irrespective of background, is, ultimately, that of the individual class teacher.

An annual review of the provision for Pupil Premium pupils and the associated strategy will be conducted by Adam Newman and Vanessa Blore. This may, where necessary, incorporate the work of our SENDCO (Rebecca Daysh) and Suzanne Tryner as Headteacher. David Stocker, Governor for Pupil Premium., works alongside to support and review this area of work.

Monitoring of the provision and impact of this policy and associated strategies will follow monitoring practices in school including learning walks and observations, learning scrutinies and pupil interviews.

Learning and the Curriculum

Our belief is clear; Pupil Premium does not mean Low Ability. This policy is therefore underpinned not by the notion of 'catch up' but 'keep up'. Our school endeavours to give every pupil the very best through a range of strategies outlined in our learning policies. Irrespective of individual ability levels, pupils are pushed to the very highest possible attainment goal they can achieve. Our school does not place ceilings on pupils, does not group or set by ability and does not limit its beliefs in what any individual can achieve. Our curriculum is irresistible; our drive for our pupils, insatiable.

Our provision of a broad and balanced curriculum has, at its heart, the belief in pupils accessing a rich and high-quality learning diet. Where it is beneficial for a pupil to receive additional support in English or Maths, this is balanced in such a way as to not detriment that individuals' access to other areas of the curriculum. A gardening club is also established to provide further enrichment.

Included at the heart of the Curriculum are such principles as making it real and relevant. Transference of knowledge must be supplemented by acquisition of skill and this comes about through life experiences. As a school, we will continue to seek out and provide meaningful, relevant opportunities for pupils to acquire life experiences; through trips, visitors, project-based learning, writing for purposes, real-life concepts and opportunities for personal development. We are ambitious that our pupils should have the experience to use the skills they acquire, by the time they leave us, beyond the classroom context and growing into adulthood. At Farmilo, we equip for the world, not for the end of Year 6.

Ambitious Milestones

The fewer life opportunities somebody has access to, the fewer life skills they can learn to apply. A central ambition to the 'What could be Possible?' policy is to provide opportunities that extend pupils' life experiences. Therefore, school sets life experience milestones within various stages of development. These milestones provide meaningful application and transference of the taught curriculum but also widen pupils' experiences of the world. Our F30 (30 Things to Do Before You Leave Farmilo) feeds partly into this as well.

The Farmilo Family

At Farmilo, we work proactively, positively and purposefully with parents and families. Our engagement extends beyond delivery of information into that of partnership work. We will take every opportunity to engage with parents and carers through training in key learning principles such as the teaching of reading skills as well as sharing and celebrating pupils' individual success in a range of ways. School staff receive termly training on effective working with parents and families.

Staff will be proactive in their approach; a presence on the playground, regular informal conversations in person or by telephone and use of electronic communication such as Class Dojo and other platforms and sharing of copies/examples of work between home and school. Parents/Carers and Staff all have the same ambition; the very best for our pupils. This shared ambition underpins the manner in which we will work together. Pupil Premium pupils also benefit from the support of Pupil Premium mentors to provide pastoral support and encouragement.

A key aspect of this passion for work with families is our MER; Monitor, Evaluate, Review. We will monitor the needs of our community and our provision, evaluate impact and review practice. This policy

and our actions will evolve to continue to meet the needs of our whole-school community including those eligible for the Pupil Premium.

Well-Being and Resilience

Readiness to be at school and readiness to learn are issues which we acknowledge pose significant barriers to learning for some pupils, owing to a range of factors. Targeted work to support pupils facing these includes funded Breakfast Club places, breathing and self-regulation exercises, Yoga, Resilience Donut training, Growth-Mindset approaches and, where beneficial, provision for Counselling in school deemed.

Where the Pupil Premium funding can be used to meet a pastoral need, fundamental to our pupils' readiness to learn, or well-being, it will be. This may be through provision of a PE kit, a new coat or various other avenues. The school does not perceive this funding as being limited simply to a supplement of its teaching compliment and inventory.

Our Provision

Ensuring that we can fully support pupils to achieve their potential are a number of key practices:

- 1-1 or small, Group-work based activities by a qualified TA or Teacher focussed on specific learning needs, targeted and tracked
- Use of Learning Mentors to provide pastoral support, point of contact and to foster well-being for our most vulnerable individuals.
- In-class or intervention-based work to target accelerated progress when pupils may not be on track supporting them to keep up once there.
- Funding of, or supplementing of the costs of, extra-curricular opportunities that enhance pupils' life experiences e.g trips or clubs.
- Provision of resources which will enhance learning experiences.
- Provision for Breakfast or After School Clubs.
- Curriculum enrichment opportunities through curriculum outcomes such as publishing a book and working with local organisations.

Reporting and Monitoring

It is the responsibility of the Headteacher (Suzanne Tryner) or Deputy Headteacher (Vanessa Blore) or KS2 Pupil Premium Champion (Adam Newman) to report to Governors, including through the Headteacher's report, on:

- The progress made towards narrowing the gap
- Provision
- Evaluating cost-effectiveness and successes

Governors will receive an annual review of Pupil Premium Spending.

David Stocker is the named Governor for Pupil Premium.

Appeals

Any appeals made against this policy will be through the Governor's complaints procedure.

September 2017 to be reviewed in July 2018.