Windwhistle Primary School

Pupil Premium Policy

Date Ratified: Local Governing Board

Signed By:

John Porter – Chair of Governors

Signed by:

Heidi Hudd - Headteacher

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Pupil Premium Policy

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PUPIL PREMIUM POLICY

Background

The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil 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) over a rolling six year period, looked after children and service children as targets groups for Pupil Premium and have provided a fixed amount of money for schools per pupil based on the number of pupils in each group.

Rationale for Pupil Premium Expenditure

At Windwhistle, we have high aspirations and ambitions for our children. We strongly believe that it is not about where you come from but your thirst for knowledge and love of learning that make the difference and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Using Research evidence (eg from the Education Endowment Fund) we know which areas of spending are likely to have the most impact and provide value for money.

Context

When making decisions about using pupil premium funding it is important we consider the context of our school and the subsequent challenges our pupils face. Common barriers for FSM children can be less support at home, poor 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 single solution.

Key Principles

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

1 Building Confidence

We create an ethos where:

- staff believe in ALL children
- there are no excuses made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop self-confidence and independence

2 Identifying support required

We ensure that:

- All staff are aware of who the pupil premium children in their class are
- All pupil premium children benefit from the funding
- Underachievement at all levels is targeted (not just lower attaining pupils)

- All classroom staff are involved in the analysis of data so that they are fully aware of strengths and areas for development of individual pupils
- We use research (such as the Sutton Trust) to support us in determining the strategies that will be most effective in addressing barriers to learning and so accelerating progress

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive at least good teaching by:

- setting high expectations
- addressing any within-school variance
- ensuring consistent implementation of the non-negotiables: see 'Windwhistle Expectations' sharing good practice within the school and drawing on external expertise
- providing high quality CPD
- improving assessment through joint levelling and moderation

Increasing learning time

We will maximise the time children have to 'close the gap' through:

- improving attendance and punctuality
- providing early intervention
- making every minute of the day count

Individualised 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
- tailoring interventions to the needs of the child (e.g. targeted maths and literacy support in the afternoons for children who are below their expected levels)
- matching the skills of the support staff to the interventions they provide working with other agencies to bring in additional expertise:
    - Soroptomists – training reading support
    - University of the West of England – trained reading support o Weston College – trained reading support providing support for parents:
    - to develop their own skills (eg Literacy, Managing Money, Cooking on a Budget) o to support their children's learning within the curriculum o to manage in times of crisis
- recognising and building on children's strengths to further boost confidence (e.g. celebrating children's external achievements in assembly, Nurture groups, Learning Mentor support

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 regularly so that the impact of interventions can be monitored regularly
- assessments are closely moderated to ensure they are accurate
- regular feedback about performance is given to children and parents
- interventions are adapted or changed if they are not working
- case studies are used to evaluate the impact of pastoral interventions, such as our Nurture groups and attendance

- the Headteacher and the Bursar maintain an overview of pupil premium spending the Chair of Governors 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
- nature of support and allocation an overview of spending
- a summary of the impact of PPG

The Governing Body will consider the information provided in the Report 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.