

NYEWOOD CE JUNIOR SCHOOL

POLICY DOCUMENT



Pupil Premium Policy

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<u>In consultation with:</u>	Rachel Hogarth
<u>Approved by:</u>	Full Governing Body.
<u>Approved on:</u>	11 th June 2015
<u>Review Date:</u>	Summer Term 2016 or as required.

*Moving Forward... Learning Together...
Growing in God's Love"*

Aims

At Nyewood CE Junior School, we have high expectations and aspirations for all our children and we believe that all children should have the opportunity to be the best they can be. The achievements, attitudes and well-being of all our children matter. We believe in valuing the individuality of all our children and are committed to giving each one the opportunity to achieve the highest standards and develop their potential irrespective of experience and needs. This policy is intended to ensure that children's success at our school is driven not by social background but by the quality of education that they receive.

Background

The pupil premium is a government initiative that targets extra money at children from socially disadvantaged backgrounds in order to address any inequality. Research shows that children from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The premium is provided to enable these children to be supported to reach their potential.

The Government has used children 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 children 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.

'It is for schools to decide how the Pupil Premium is spent, since they are the best placed to assess what additional provision should be made for the individual pupils for whom they are responsible.' Ofsted 2014.

Context

When making important decisions about using pupil premium funding it is imperative to consider the context of the school and the subsequent challenges faced. Common barriers for Pupil Premium children can be less 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 we treat each child as an individual with individual needs.

Key Principles

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

Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are "no excuses" made for underperformance
- staff adopt a "solution-focused" approach to overcoming barriers

Analysing Data

We will ensure that:

- All staff, with a teaching responsibility, are involved in the analysis of data so that they are fully aware of strengths and areas for improvement across the school
- We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective to have a positive impact on our children's success.

Identification of Children

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and monitor of their progress
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining children)
- 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 provision

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 Group Leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of school practices, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment and feedback through team and whole school levelling and moderation

Increasing learning time

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

- Improving attendance and punctuality
- Providing earlier intervention (Year 3)

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
- Using leaders to provide high quality interventions across their year groups
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise

- Recognising and building on children's strengths to further boost confidence

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.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, children's 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 and their effectiveness evaluated
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support 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
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT, usually the Inclusion Manager, maintains an overview of pupil premium spending
- A governor is given specific 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 children (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 children eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.