

Woolenwick Junior School

Pupil Premium Grant Policy V1

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Created by	JM
Responsibility of	School Improvement
Reviewed by	Created by JM
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Version History

Version	Amendments	Date	Author
V1	Original document	Jan 2016	JM

Introduction

PPG provides funding for two policies:

- Raising the attainment of disadvantaged pupils (including CLA & adopted children) and closing the gap with their peers and
- Supporting children and young people with parents in the regular armed forces

The pupil premium is a relatively new government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers. The premium is provided to enable these pupils to be supported to reach their potential and to close the gap between key groups.

The Government has used pupils entitled to free school meals (FSM), looked after children (CLA) and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period (Ever 6).

At Woolenwick we will be using the indicator of those eligible for PPG as *well as identified vulnerable groups as our target children* to 'close the gap' regarding attainment.

At Woolenwick we have high aspirations for our children. We are an inclusive school and believe every child should have the opportunity to learn and realise their full potential.

Pupil Premium funding represents a significant proportion of our budget and this policy will give guidance to show how we will ensure it is spent to maximum effect.

Legislative Context

Pupil premium: funding and accountability for schools (From: Department for Education and Education Funding Agency, First published: 25 March 2014, Last updated: 31 July 2015)

Financial year 2015 to 2016

At present, schools receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6
- £935 for pupils in year 7 to year 11

Schools will also receive £1,900 for each pupil who has left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will be eligible for the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding.

Background

Context

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. There can be a variety of barriers to learning. There may also be complex family situations that prevent children from prospering.

Key Principles

By adhering to these key principles, 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 have high expectations of **all** children.
- Staff adopt a positive approach to overcoming barriers.
- Staff will support children by modelling and developing a growth mind-set towards learning, with children eager to succeed.
- Behaviour for learning is *impeccable*.

Identification of Pupils

We will ensure that:

- ALL teaching staff are involved in the analysis of data and identification of pupils.
- 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 under performing.
- 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 or better than good teaching, To this end, we achieve this by;

- Set high expectations
- Ensure assessment information is accurate and consistent, and informs all aspects of teaching.
- Ensure target setting is S.M.A.R.T. so that children can reflect on their own achievements, leading to accelerated learning.
- Develop marking so that it always reflect a growth mind-set and provides constructive feedback which accelerates learning.
- Share good practice within the school and draw on external expertise when necessary.
- Provide high quality CPD.
- Improve assessment through collaborative moderation, provision mapping and pupil progress meetings.

Increasing learning time

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

- Improving attendance and punctuality.
- Providing earlier intervention (from infant transition, joint provision mapping and Year 3 baseline assessments).
- Extended learning: early morning/after school support.
- Carefully matching interventions to the needs of the child.
- Recognising and building on children's strengths to further boost confidence.

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 support staff and class teachers communicate regularly and productively.
- To provide high quality interventions across the key stage.
- Matching the skills of the support staff to the interventions they provide.
- Working with other agencies to bring in additional expertise.
- Providing support for parents by
 - developing their own skills (signpost to parenting classes/family liaison worker, parent workshops to support the curriculum).
 - supporting their children's learning within the curriculum

In our resolve to ensure that ALL children succeed, we are committed to recognise and respond to families in crisis, and provide individualised interventions for set periods of time.

Analysing Data

We will ensure that;

- ❖ All staff members are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies and parent and pupil voice.
- Assessment Data is collected and analysed regularly, so that the impact of interventions can be monitored regularly.
- Assessments are closely monitored to ensure they are accurate and teacher assessments inform overall achievement.
- All relevant teaching staff attend and contribute to pupil progress meetings each term, whereby identified children are monitored and progress is evaluated.
- Feedback about performance is given to parents and children.
- Interventions are adapted or changed if they are not working.
- A designated member of the SLT maintains an overview of pupil premium
- Two governors are 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 (including SDP).
 - Reasons for decision making.
 - Analysis of data.
- 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
 - A regular analysis of spending.
 - An overview of PPG spending will be included in the Head Teacher's report to the governors.
- Summary of the impact of PPG
 - Performance of disadvantaged pupils (compared to non-pupil premium children).
 - 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 pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.