

Pupil Premium Policy



Aims:

At Willow Wood, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge and your dedication and commitment to learning that make the difference between success and failure and we are determined to ensure that our children are given every chance to realise their full potential. This policy outlines how we will ensure Pupil Premium Funding is spent to maximum effect.

Background:

The Pupil Premium is a government initiative that targets extra money for pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The 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), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for school per pupil based on the number of pupils registered for FSM over a six year rolling period. At Willow Wood we will be using the indicator of those eligible for FSM as well as other eligible groups (LAC, adopted from care) as our target children to 'close the gap' regarding attainment.

Context:

When making decisions about using pupil premium funding, it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, less developed 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 'one size fits all'.

Key principles:

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

Culture

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
 - Staff support children to develop a 'growth' mind set towards learning
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Analysing data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (such as the Education Endowment Fund - EEF) to support us in determining the strategies that will be most effective

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
- 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

Day to day teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations
- Addressing any within-school variance
- Ensuring consistent implementation of the non-negotiables eg feedback
- Sharing good practice within the school and drawing on internal expertise
- Assessing accurately and making good use of joint assessment and moderation

Increasing learning time

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

- Improving attendance and punctuality
- Providing earlier intervention
- Making good use of 'RAR time'

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
 - 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 to develop their own skills and support their children's learning within the curriculum
 - Tailoring interventions to the needs of the child
 - Recognising and building on children's strengths to further boost confidence
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Going the extra mile

In our determination to ensure that ALL children succeed, we recognise the need for and are committed to providing individualised interventions to support children.

Monitoring and evaluation

We will ensure that:

- A wide range of data is used – achievement and progress data, pupils' work, observations, learning walks, and staff, pupil and parent 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
- Teaching staff attend 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
- A governor is given the responsibility for pupil premium

Reporting

When reporting about pupil premium findings 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 grant received, total spent and total remaining
- A summary of the impact of pupil premium funding; performance of dis-advantaged pupils and 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 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.

Agreed: April 2019

To be reviewed: April 2022
