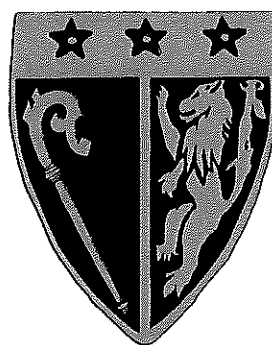
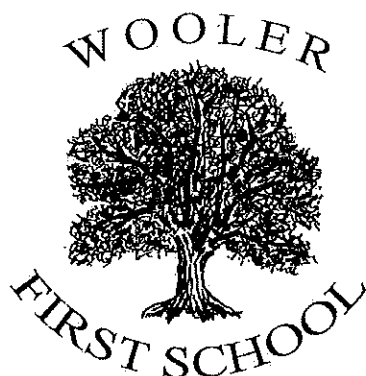


# Wooler First School Glendale Middle School



## 23 - Pupil Premium Policy

Review date: 04 June 2018

Chair of Governors: Mrs Jayne Dean

Signed:

A handwritten signature in black ink, appearing to read 'Jayne Dean', is written over the 'Signed:' label.

Date of next Review: 01 June 2020

## **Aims:**

At WFS and GMS 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. Pupil Premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

## **Background:**

The pupil premium is a government initiative that targets extra money at pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged 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 schools per pupil based on the number of pupils registered for FSM over a rolling six year period. At WFS and GMS we use the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to increase 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, weak language and communication skills, lack of confidence, more frequent behavior 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 we can maximize the impact of our pupil premium spending.

### ***Building Belief***

We will provide a culture where:

- Staff believe that there are "no limits" to what children can achieve
- There are "no excuses" made for underperformance
- Staff adopt a "solution-focused" approach to overcoming barriers
- Staff support children to develop "growth" mindsets towards learning

### ***Analysing Data***

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of the strengths and weaknesses of the schools
- We use research (e.g. Education Endowment Foundation Toolkit) 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
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- 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 schools receive good teaching that:

- Sets high expectations
- Addresses any within-school variance
- Ensures consistent implementation of the non-negotiables, e.g. marking and feedback
- Shares good practice within the schools and draws on external expertise
- Provides high quality CPD
- Improves assessment through moderation

### ***Increasing Learning Time***

We will maximize the time children have to make progress through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)

### ***Individualising support***

"There's no stigma attached to being in an intervention in these schools. Everyone needs something, whatever that might be, and so they're all getting something somewhere".

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying 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
  - o To support their children's learning within the curriculum
  - o To manage in times of crises
- Tailoring interventions to the needs of the child (e.g. targeted maths sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children's strengths to further boost confidence (e.g. school sports leaders)

### ***Going the Extra Mile***

In our determination to ensure that ALL children succeed, we recognize the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crises.

## **Monitoring and Evaluation**

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks and staff, parent and pupil voice
- Assessment data is collected frequently so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings (data capture) 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 SEN interventions, such as on attendance and behaviour
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor 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
  - o Reasons for the decision making
  - o Analysis of the data
  - o Use of research
- Nature of support and allocation
  - o Learning in the curriculum
  - o Social, emotional and behavioural issues
  - o Enrichment beyond the curriculum
  - o Families and community
- An overview of spending
  - o Total PPG (pupil premium grant) received
  - o Total PPG spent
- A summary of the impact of PPG
  - o Performance of disadvantaged pupils (compared to non-pupil premium children)
  - o Other evidence of impact e.g. Ofsted, Accreditations
  - o Implications for pupil premium spending the following year

The Governing Body will consider the information provided to ensure that pupil premium funding is used to achieve maximum impact for our children.