



Woodlands Community Primary School

Pupil Premium Policy

Aims

At Woodlands, we have high expectations for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential through a combination of quality first teaching and timely intervention. We value the individuality of our pupils and aim to support and nurture all.

Our Key objectives are:

1. Our primary aim is to increase the percentage of pupils working at or above age-related expectations in Reading, Writing and Maths.
2. To narrow the gap in progress and attainment between our Pupil Premium children and their peers.
3. To ensure the children, who are in receipt of Pupil Premium, are provided with a broad and balanced experience at the school

Background

The Pupil Premium was introduced in 2011 to raise the attainment of disadvantaged children and young people. The government believes that this is the best way to address the existing underlying inequalities between disadvantaged pupils and their peers.

Pupils are classed as disadvantaged if they have been eligible for and claiming free school meals (FSM) at any time in the last six years (Ever 6) or if they are aged between five and 15 and have been looked after for more than six months continuously.

They have provided a fixed amount of money for schools (per child) based on the number of pupils registered for Pupil Premium over a rolling six year period. At Woodlands, we will be using the indicator of those eligible for Pupil Premium, as well as identified vulnerable groups, as our target children to 'close the gap' regarding attainment.

Context

Common barriers for Pupil Premium children can be:

- Less support at home
- Weak language and communication skills
- Lack of confidence
- More frequent behaviour difficulties
- 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 principles below, we believe we can maximise the impact of our Pupil Premium spending:

Building Belief

We will provide a culture where:

- We believe in ALL children
- Staff support children and offer support to them and their parents
- Children overcome barriers because the right provision is in place

Improving Quality 1st Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved. Our senior management team and curriculum leaders will:

- Set high expectations
- Address issues and strengthen teaching profiles
- Ensure consistent implementation of ‘non-negotiables’ – marking and feedback, behaviour policy
- Share good practice within the school and draw on expertise
- Provide relevant CPD where required
- Improve assessment through joint levelling and moderation
- Links with cluster schools

Analysis of data

We ensure that:

- All staff are involved in the analysis of data and are aware of the strengths and weaknesses across the school

- The needs of each phase are identified and individual children's needs are considered

Identification of Pupils

We ensure that:

- ALL teaching staff are involved with analysing data and identifying pupils
- ALL staff are aware of who the Pupil Premium and disadvantaged children are
- ALL Pupil Premium children benefit from the funding – not just those under-performers
- Underachievement at all levels is targeted not just under performers
- Children's individual needs are considered carefully so that the correct areas are targeted

Individualising support

Intervention is a natural part of daily school life and there is no stigma attached to being in an intervention. In our school, everyone needs something to realise their full potential.

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

- Looking at the individual needs of each child and identify their barriers to learning
- Ensuring additional support staff and teachers communicate regularly
- Using well trained staff to provide facilitate high quality interventions
- Matching support staff to the correct phase and the correct needs of individuals
- Developing home-school links and providing support for parents so that they can be involved in helping their child
- Considering a 'keep up not catch up' ethos to build strengths and confidence in the children

Monitoring and Evaluation

We will ensure that:

- Children are mapped across the year so that interventions are clearly structured according to the data needs
- A wide range of data is sourced and used to monitor the progress of the children. This is through: achievement data, pupils' work, observations, learning walks, case studies and pupil voice
- Evidence data is collected termly so that impact can be measured
- Staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback is given to the children and parents through data reports and parents evenings
- Interventions are adapted or changed if they are not having enough impact
- The head teacher maintains an overview of Pupil Premium spending
- A governor is given responsibility for Pupil Premium

Reporting

When reporting about Pupil Premium we will include:

- Information about the schools context
- An overview of spending
- A summary of the Pupil Premium Grant
- Objectives for the year – reasons why
- Nature of support and allocation – Learning, Social, emotional and behavioural issues, Enrichment, Family links and support
- An overview of spending
- Performance of disadvantage children compared to the cohort

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.