



William Westley Primary School

Pupil Premium Policy

Last reviewed: May 2021

Next review due: May 2023

William Westley School Pupil Premium Policy

The staff and governors at William Westley Primary School provide an environment where children and all school members can be safe, secure and happy and achieve their full social and intellectual potential.

We do this by:

- creating a caring environment
- creating happy, stimulating and exciting opportunities for learning
- developing positive relationships based on respect of self and others
- supporting a creative approach to personal development and growth

We work in partnership with parents and our community to fully equip children for their future.

A. Background

The Pupil Premium was introduced in April 2011. It was allocated to children from low-income families who were known to be eligible for free school meals and children who had been looked after continuously for more than six months. Eligibility for the Pupil Premium for 2012–2013 was extended to pupils who have been eligible for free school meals at any point in the last six years (known as the Ever6 Free School Meals measure). Schools also receive funding for children who have been looked after continuously for more than six months, and a smaller amount for the children of service personnel.

Schools are free to spend the Pupil Premium as they see fit. However, they are accountable for how they use the additional funding to support pupils from low-income families and the other target groups (i.e. children who are looked after and children of service personnel). The extra funding is made available to schools with the explicit intention that it helps them narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds.

“The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who most need it” (DfE website).

This policy outlines how the funding is used at William Westley Primary School, the impact that it is having on closing the attainment gap and our plans to build on the progress achieved to date. Our strategic focus is on using the funding in the core areas of maths and literacy as these two crucial areas of learning break the main barriers to accessing the full curriculum.

Our continuous desire to provide relevant intervention for pupils who come from disadvantaged backgrounds is applied regardless of pupil ability. We know what we want to achieve from each of the interventions that we set up and we evaluate progress thoroughly at regular intervals to make sure that they are working. When evaluations show that pupils have not made or are not making the expected

progress after each planned intervention, we examine alternative means of supporting those pupils.

B. Spending the Pupil Premium – An Overview

At William Westley Primary School, we:

- have a clear policy on spending the Pupil Premium, agreed by governors and publicised in our policy on the school website
- ensure that all staff have a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- thoroughly involve governors in the decision making and evaluation process. A designated governor lead for Pupil Premium has been identified to ensure that there is a strategic overview of how the funding is being allocated and the difference it is making to the outcomes for pupils. (This role is currently assigned to SEN Governors)
- ring-fence the funding so that it is spent on the target group of pupils
- have a clear audit trail for where the funding had been spent
- provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning
- analyse which pupils are underachieving, particularly in English and mathematics, and why
- demonstrate the impact of each aspect of our spending on the outcomes for pupils through careful monitoring and evaluation
- use achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly, rather than just using the data retrospectively to see if something has worked
- compare our performance to national data (through the RAISEonline report) in order to ensure that there is no complacency nor excuses about factors that staff may feel would impact at a local level
- have a clear and robust performance management system for all staff that includes discussions about pupils eligible for the Pupil Premium during performance management meetings
- understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good
- only employ new teachers who have a good track record in raising attainment in English and mathematics
- allocate well-trained and highly competent teaching assistants to teach intervention groups to improve mathematics and English alongside class teachers
- ensure that class teachers and permanent cover teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress
- systematically focus on giving pupils clear, useful feedback about their work and ways that they can improve it
- make sure that our teaching assistants are highly trained and understand their role in helping pupils to achieve.

C. Maximising the Impact of Spending

At William Westley, we give careful thought to how we spend the Pupil Premium funding. We have targeted the funding from the outset by:

- linking additional support to day-to-day teaching
- identifying clear success criteria
- planning the time of the interventions carefully so that they do not have a negative impact on pupils' learning in other areas of the curriculum
- frequently evaluating and making alterations when strategies are not working
- considering other barriers to pupils' learning, including attendance, behaviour, family circumstances and resources to support learning at home
- knowing exactly what the desired outcome is for each intervention that we plan with the Pupil Premium funding

How we currently spend our Pupil Premium funding

- Intervention programmes for individuals and small groups are delivered by two assigned Teaching Assistants
- Provide Teachers and Teaching Assistants with on-going continuous professional development in key areas such as: effective questioning, how to facilitate effective focused reading and focused writing sessions and providing effective feedback verbally and through conversational marking
- Access to social skills and language groups to accelerate progression and enhance self esteem
- The use of technology in class to support learning (ie. pupils who need to use voice recorders to get their initial thoughts down verbally before putting pen to paper)
- Supporting pupils and their families with access to extra-curricular activities.
- Supporting families to pay for school events, school trips and residential visits.

Our use of the Pupil Premium 2016/17

During the 2016-2017 academic year, a series of interventions are taking place to narrow the attainment gap between disadvantaged and non-disadvantaged pupils. Rigorous on-going evaluations of these interventions take place inside and outside of the classroom, which ensures that on-going support is relevant and timely. The same rigor, in terms of picking the best intervention strategy for our pupil premium children will continue this year 2017-2018.

Pupil Premium Grant for 2016-2017

Number of pupils eligible for Pupil Premium Grant			
FSM 12	LAC 3	Armed Forces 1	Total 16

In 2016-17 William Westley is allocated £21,840.

The school is using the PPG in the following way:

Key Stage 1 Support (2 x TA)	23.5 hrs	£8073
Key Stage 2 Support (1 x TA)	21.75 hrs	£9856
Supporting School clubs and trips and extended school provision		£3810

The SEND Coordinator tracks all intervention programmes for each child on the School Provision Map and attends half termly Teacher TA meetings.

D. Ensuring that Teaching Assistants Help to Raise Standards

School leaders at William Westley consider carefully the deployment of teaching assistants and are clear about what needs to be achieved. We continue to use some of the Pupil Premium funding to extend the roles of teaching assistants who have good qualifications in maths and English to improve pupils' achievement. In order to do this, we:

- ensure that they thoroughly understand their role in helping to improve achievement
- train our teaching assistants well to fulfil this role and keep the training up to date
- place the teaching assistants where data indicates that they are most needed to help pupils to catch up, rather than spreading them evenly among classes
- deploy the teaching assistants well to maximise their strengths with different subjects and age groups.

Considerations for the future:

- More targeted training for teaching assistants on the issues facing pupils who are eligible for the Pupil Premium

E. Minimising Barriers to Learning and Achievement

School leaders and staff at William Westley consider carefully the barriers to learning that pupils could be experiencing and how to remove or at least minimise them. We:

- think about each pupil in the context of their home circumstances and consider whether we need to work close with parents in order to ensure that pupils can succeed in school
- work to improve pupils' social and emotional skills where these are barriers to learning
- ensure that low expectations are not a barrier to achievement by considering the potential of individuals and not settling for more-able pupils only reaching expected levels for their age just because they are eligible for the Pupil Premium.

Considerations for the future:

- Reflect on ways in which we could better support pupils to study independently outside of the school day
- Examine how we can use the technology that exists at school to enhance the vocabulary and knowledge that some pupils need to reach higher levels in their writing.

F. Meeting Individuals' Particular Needs

In addition to our broader strategies to improve academic achievement, we often spend smaller amounts of the funding on meeting the specific needs of individuals, to keep them on track, prevent them from underachieving or broaden their horizons. At William Westley we consider how we can support the development of individuals' particular talents and skills. We:

- use our broad knowledge of pupils and their families to identify potential barriers to individual pupils attaining their goals
- realise when talented pupils might not fulfil their potential in a particular subject or skill because of a lack of opportunities outside of school, or a lack of family finances
- recognise when pupils are at risk of underachieving because of particular circumstances
- support new arrivals to achieve well and quickly
- consider how funding can be used to extend pupils' experiences and skills beyond their academic gains.

Considerations for the future:

- carefully identify the gaps in the experiences that poorer pupils have compared to their more affluent peers and the impact that this might have on their future
- look at ways of funding more opportunities for teaching staff to become more involved in the teaching of intervention groups

G. The Active Involvement of Governors

The governors at William Westley take an active role in ensuring that the Pupil Premium funding is used well. Governors:

- require a clear policy to be written about the Pupil Premium and contribute to its content
- are committed to ensuring that every pupil, irrespective of starting point or background, achieve their potential and used this principle to drive every discussion about the Pupil Premium
- advise parents what the Pupil Premium funding is being spent on and how well this is working.

Considerations for the future:

- governors to be more involved from the outset in deciding on the way in which the funding will be allocated
- ask challenging questions about how effective each action funded by the Pupil Premium is being in improving achievement

H. Effective Monitoring and Evaluation of the Impact of Spending

School leaders monitor and evaluate the impact of the Pupil Premium spending and this makes a considerable difference to the effectiveness of the actions being taken.

We:

- gather all the evidence available to make judgements about what is going well and what needs to change, including data, pupils' work, observations and case studies
- do not wait until the end of an initiative or intervention to see if it is working
- make changes to planned strategies according to what we learn from monitoring and evaluation
- take as rigorous an approach to evaluating the impact of pastoral interventions – those related to attendance, building confidence, improving behaviour, working with parents – as we do to academic ones

The impact of the use of our Pupil Premium funding will be reported against national data in the autumn term 2017.

This policy was ratified on:

17th May 2021

and will be reviewed by:

May 2023

Signed by the Headteacher:

Paul Bryant

Chair of Governors:

Marc Norman