



Waterhouses CE
Primary Academy

Pupil Premium Policy

Committee	Finance and Personnel
Date Approved by Governing Body	14-2-18
Last Review Date by Committee	18 th January 2018
Next Review Date by Committee	January 2019

'Celebrate Learning, Achievement and Friendship in God's Love'

Core Christian Values: Love, Trust, Hope, Respect

Aims

At Waterhouses CE Primary Academy we have high aspirations and ambitions for all 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 thirst for knowledge and your dedication and commitment to learning that makes 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 used 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 (LAC) post- 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 6 year period.

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 to educational achievement for Pupil Premium (PP) children can be less support at home, weaker language and communication skills, lack of confidence and low self-esteem and more frequent behaviour difficulties. In addition, some children may have special educational needs such as dyslexic tendencies or suffered early trauma and experience on-going attachment issues - this includes pupils with emotional and developmental delay. The challenges are varied and there is no 'one size' fits all'. We are strongly aware that there are also pupils eligible for pupil premium who are high achievers. All PP children benefit from the funding, not just those who are underperforming.

Key Principles

By following the key principles below, 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 is a culture of 'no excuses' made for under performance
- Staff adopt a 'solution-focussed' approach to overcoming barriers
- We will use research such as the Endowment Education Foundation (EEF) 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, identification of pupils and know 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 ensure that we:

- Set high expectations
- Ensure consistent implementation of non-negotiables eg in writing standards and marking
- Share good practice within school and draw on external expertise
- Provide high quality CPD
- Have robust assessment and moderation procedures in place

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 TAs and class teachers communicate regularly on pupil progress and the effectiveness of interventions
- Working with other agencies to bring in additional expertise eg Local Support Team (LST) services
- Tailoring interventions to the needs of the child
- Ensuring we recognise children's strengths and boost confidence and self-esteem

All our work through pupil premium will be aimed at accelerating progress, breaking down barriers to learning and improving outcomes for disadvantaged pupils in order to diminish the difference against outcomes nationally.

How the allocation is spent

Pupil Premium will always be tailored to meet individual need but in general it is used to provide:

- Small group/individual interventions with an experienced teacher, TA or specialist support person eg school counsellor
- Extended learning out of school hours
- Educational visits and workshops, including residential visits
- Extra-curricular clubs or activities
- Training and support from professionals eg Educational Psychologists, SENSS
- Purchasing particular resources eg IXL and Accelerated Reader
- Small group or individual music lessons to learn to play an instrument.
- Additional individualised provision following discussion with parents.

Monitoring and Evaluation

We will ensure that:

- A whole range of data is used- achievement data, observations, pupils' work and staff, parent and pupil voice
- Pupil progress and effectiveness of interventions is discussed at half termly pupil progress meetings, ensuring the impact of interventions can be monitored regularly
- Identification of children is reviewed at pupil progress meetings
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working

Reporting

The progress of Pupil Premium children will be shared with the Curriculum and Attainment Committee on a termly basis.

When reporting about pupil premium we will include:

- Information about the context of the school (barriers to educational achievement)
- Impact of previous spending and lessons learned
- Analysis of data
- Planned spending for the following year including rationale/evidence for the spending including research evidence
- How we will ensure the intervention is well implemented

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 diminish differences in standards attained by disadvantaged pupils and those nationally.