

Pupil Premium Policy

Aims

At Whitchurch Combined School, we have high aspirations and ambitions for our children and we believe that every child should have the opportunity to reach their full potential. Pupil premium funding represents a proportion of our budget and this policy outlines how we will ensure it is spent to benefit our Pupil Premium children.

Background

The pupil premium is government initiative that targets extra money at 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 schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

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 are “no excuses” made for underperformance
- Staff adopt a “solution-focused” approach to overcoming barriers
- Staff support children to develop “growth” mind-sets towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data, using Pupil Asset, our Online Assessment system, so that they are fully aware of strengths and weaknesses across the school
- We use research to support us in determining the strategies that will be most effective.

Identification of Pupils

We will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils
- All staff are aware of their pupil premium children in their class
- Cohort files will identify pupil premium children
- All pupil premium children benefit from the funding, not just those who are under-performing
- Underachievement at all levels is targeted
- Children's individual needs are considered carefully

Improving 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. We aim to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through moderation

Increasing learning time

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

- Improving attendance and punctuality
- Providing early intervention
- Extended learning out of school hours using after school booster clubs

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
- Using team leaders to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing extensive support for parents
- Tailoring interventions to the needs of the child

- Recognising and building on children's strengths to further boost confidence

Going the Extra Mile

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

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Teacher assessment data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- A designated member of the SLT maintains an overview of pupil premium spending
- Pupil Premium Strategy is completed and reviewed for impact
- 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
- nature of support and allocation
- an overview of spending
- Performance of disadvantaged pupils

The Governing Body will consider the information provided and will ensure that there is Pupil Premium Strategy Statement 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 provided by the Department for Education.

Reviewed: May 2023

Next Review: May 2024