

Wrotham Road Policy for Pupil Premium 2016-2017

At Wrotham Road it is our responsibility to ensure that ***all*** children in our school achieve their potential and in order to do so we seek to meet the individual needs of every child. Pupil Premium will be used and managed by us to enable us to tailor support for identified children in a range of ways appropriate to their needs.

Background

The pupil premium is a Government initiative that targets extra money at pupils from deprived backgrounds and this also includes looked after children and children from service families, who research shows, underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential. The Government has used pupils entitled to Free School Meals as an indicator for deprivation, and has deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals. This fixed amount of money will increase every year throughout this current Parliament. At Wrotham Road Primary School we will be using the indicator of those eligible for Free School meals as our target children to 'narrow the gap' regarding attainment. The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'narrow the gap'. Schools will be accountable for narrowing the gap, and performance tables now include new measures that show the attainment of pupils who receive the pupil premium compared with their peers.

Aims:

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations and wherever possible, beyond. Pupil premium resources may also be used to target more able children on free school meals to achieve higher levels.

Analysing Data

We will ensure that:

All staff are involved in the analysis of data so that they are fully aware of progress in their class.

We use research (such as the Sutton Trust Toolkit) 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 aware of the PP and vulnerable children and the appropriate strategies for their support

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 school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders 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 joint levelling and moderation

Provision:

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, by fully assessed and addressed their individual needs.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources may mean that not all children receiving free school meals will be in receipt of concentrated pupil premium interventions at one time.
- A curriculum, under constant review, which is designed to offer maximum flexibility to meet the needs of individuals.
- Staff development and training to ensure that all staff in school are able to provide for particular needs.
- A broad and varied extra-curricular programme to offer experience outside of the classroom to all children.
- Individual mentoring and support programmes where needed.
- Support of a Learning Mentor.
- Financial support to ensure that children do not miss educational opportunities due to financial hardship i.e. educational visits, residential visits and after school clubs.
- Providing in school support for children with particular educational needs.
- Additional teaching and learning opportunities through trained TAs or

external agencies.

- Family learning opportunities to raise aspirations of families and children.

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
- Assessment Data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and some support staff attend and contribute to pupil progress meetings 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 pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT maintains an overview of pupil premium spending
- The Governing Body monitors the use and impact of the pupil premium funding through the Resources and the Teaching & Learning Committees and a governor acts as a link-governor.

Reporting:

It will be the responsibility of the Headteacher and SLT to produce reports for the Governors on:

- The progress made towards narrowing the gap by year group for socially disadvantaged pupils.
- An outline of the provision since the last meeting.
- An evaluation of the cost effectiveness in terms of progress made by the pupils receiving a particular provision, when compared with other forms of support.

The Governors of the school will ensure that there is an annual statement to parents on how the pupil premium funding has been used to address the issue of narrowing the gap for socially disadvantaged pupils. This task will be carried out within the requirements published by the DFE.

Appeals:

Any appeals against this policy will be through the governor’s complaints procedure.

February 2016