

## Pupil Premium Policy

### Introduction

We provide high quality teaching and learning experiences through our personalised curriculum that is underpinned by a set of values and key learning skills such as ambition, collaboration and enquiry, encouraging every child to reach their full potential. Our children are at the centre of everything we do and their voice is an important part of school life and school improvement. We believe that every pupil, regardless of their background, should have the opportunity to succeed and where they may experience barriers to their learning, the school must identify these barriers and work to reduce or remove them.

**Pupil Premium funding represents a significant proportion of our budget, and this policy outlines how we will ensure it is spent to maximum effect.**

### Background

The pupil premium targets extra money at pupils from disadvantaged backgrounds, in local authority care, adopted from care and families in the services. Research shows that pupils from these backgrounds underachieve compared to their 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. At Brockholes Wood we will be using the indicator of those eligible for the Pupil Premium as well as identified vulnerable groups as our target children to ‘close or narrow the gap’ regarding attainment.

### 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 for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and 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”.

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## 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 adopt a “solution-focused” approach to overcoming barriers and staff support children to develop “growth” mindsets towards learning.

### *Analysing Data*

We will ensure that all staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school and the barriers to learning identified.

Identification of Pupils We will ensure that 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, achieved by leaders setting high expectations, ensuring consistent implementation of policies, share good practice within the school and draw on external expertise, provide high quality CPD, continuing to improve assessment through joint assessing and moderation

### *Increasing learning time*

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

- Actively teaching Behaviour for Learning to maximise lesson time.
- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Homework club and access to other 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
- Providing high quality intervention across the phases
- Matching the skills of the support staff to the interventions they provide

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- Working with other agencies to bring in additional expertise
- Providing support for parents to develop their own skills to support their children’s learning within the curriculum and to manage in times of crisis
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions for children who struggle in the main lesson)

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## *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 termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching 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
- Provision mapping keeps a record of support given to every child.
- Jane Baxter is the named Governor for Pupil premium spending.

## *Reporting*

When reporting about pupil premium funding we will include:

- Information about the context of the school
- Data analysis
- Identify barriers to learning
- Nature of support and allocation
- An overview of spending
- Total PPG (pupil premium grant) received
- Total PPG spent
- A summary of the impact of PPG
- Performance of disadvantaged pupils (compared to non-pupil premium children)
- Other evidence of impact e.g. Ofsted, Accreditations

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.