

Pupil Premium Policy

DATE ADOPTED	Summer 2020
LAST REVIEWED	July 2022
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REVIEW CYCLE	Bi Annual
NEXT REVIEW DATE	Summer 2024

HIGH STREET COMMUNITY PRIMARY SCHOOL

PUPIL PREMIUM POLICY

Aims:

At Winsford High Street Community Primary School, we have high aspirations and ambitions for 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 passion and thirst for knowledge and your dedication and commitment to learning that make a difference. We are determined to ensure that our children are given every chance to realise their full potential. This policy outlines how we will ensure that the Pupil Premium funding is spent to maximum effect.

Background

The Pupil Premium is a Government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve and face greater barriers to learning 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 (LAC) and Service Children (SC) 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 Winsford High Street Community Primary School we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment. Our school recognises that not all pupils who are eligible for Pupil Premium are underachieving, while some pupils may be underachieving and not eligible for Pupil Premium funding.

Context

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Challenges for disadvantaged learners can include:
Pupils enter school with limited vocabulary, knowledge of stories and speech and language.
Most pupils begin their learning journey at High Street working below the national expectations of Nursery/Reception children (<i>EYFS baseline data supports this statement</i>).
Parental support and engagement with the school community – including reading at home regularly.
For some pupils their attendance is below our expectations and they miss out on important learning regularly.
We recognise we need to raise the aspirations of our children in partnership with parents and carers by setting high expectations and increasing children's culture capital through hands-on experiences.
Our vulnerable and disadvantaged pupils and their families benefit from the involvement of our Family Support Worker. Some of our disadvantaged pupils live with complex family circumstances (<i>supported by our disadvantaged calculator</i>).
Emotional wellbeing of pupils. Some pupils eligible for pupil premium have low

self-esteem and low self-confidence.

The challenges are varied and there is no “one size fits all”.

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 under performance
- staff adopt a “solution-focused” approach to overcoming barriers
- 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.
- Termly Pupil Progress Meetings are held during which target/key Pupil Premium/disadvantaged children are discussed and their progress specifically analysed.
- 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 are involved in the analysis of data and identification of pupils.
- ALL teaching staff are aware of who Pupil Premium and vulnerable children are in their class.
- SLT, subject leaders and the Pupil Premium Coordinators are aware of all the Pupil Premium children and plan and monitor this group accordingly.
- Teachers plan for and monitor Pupil Premium children’s needs on a daily basis.
- ALL Pupil Premium children benefit from the funding, not just those who are underperforming, similarly Pupil Premium funding is used on a need basis and those who are disadvantaged and/or vulnerable but not in receipt of free school meals can still benefit.
- 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....”

Ensuring consistent, quality-first teaching for all

We will continue to ensure quality first teaching across the school to:

- Set high expectations
- Ensure consistent implementation of the ‘non-negotiables’ for subjects
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through moderation, both in-house and externally.

Increasing Learning Time

We will maximise the time children have to learn:

- Improving attendance and punctuality
- Providing earlier intervention (EYFS and KS1)
- Extended learning out of school hours e.g. extra-curricular 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
- Family Support Worker
- Providing support for parents
 - to support their children's learning within the curriculum
 - to support wider family life in times of need
- Tailoring interventions to the needs of the child e.g. emotional and social interventions
- Recognising and building on children's strengths to further boost confidence

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
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- Pupil premium leads, governors and SLT maintain an overview of Pupil Premium spending
- 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 of the year
 - Reasons for decision making
 - Analysis of data
 - Use of research
- Nature of support and allocation
 - Learning in the curriculum
 - Social and emotional needs
 - Enrichment beyond the curriculum
 - Families and community
- An overview of spending
- A summary of the impact of PPG
 - Performance/progress of disadvantaged pupils (compared to non-pupil premium children)
 - Other evidence of impact e.g. Accreditations
 - Case studies (pastoral support, individualised interventions)
 - Implications for Pupil Premium spending the following year

The Governing Body will consider the information provided and will ensure that the strategy document is available 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.

Key documents are available on the school website.