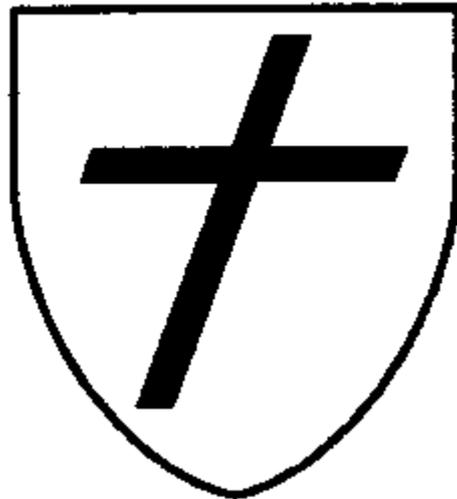




POLICY FOR PUPIL PREMIUM SPENDING



Agreed: September 2017

Review date : September 2019

Signed: Chair of Governors

Date



Our Mission and Ethos

At Whinmoor St Paul's Church of England Primary School we believe that every child is a unique child of God and lives in a world that God has made.

We aim:

- ***To provide a safe nurturing environment where every child can achieve his/her full potential***
- ***To inspire a lifelong love of learning***
- ***To value all faiths and cultures and to celebrate diversity***
- ***To develop a sense of respect and responsibility towards self, others and the world in which we live***
- ***To build strong relationships with the local community, our city and the wider world***

And to do all this as a caring community based on strong Christian values.

The Governing Body and staff of Whinmoor St Paul's Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

Aims

At Whinmoor St Paul's Primary School we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to reach their full potential. We believe that all children should aspire to be the best that they can be, both within school and in their plans for the future.

Background

Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium is a recent government initiative that targets extra money at pupils from deprived backgrounds 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.

Context

Schools have the freedom to spend the premium, which is additional to their underlying budget, in a way they think will best support raising the achievement of funded pupils in comparison with their non-Pupil Premium peers within the school and nationally, whatever their academic starting point and potential. The targeted and strategic use of pupil premium will support us in achieving our overall vision.



Principles:

By following the key principles below, we believe we can maximise the impact of our pupil premium spending:

Building belief

We will provide an environment where:

- Staff believe in ALL children
- Staff have a solution focused approach to overcoming barriers
- Staff support children to develop a passion for learning

Analysing Data

The school will ensure that

- We will monitor the effectiveness of strategies used and review the provision in the light of tracking data so that they are fully aware of the requirements for Pupil Premium Funding

Identification of Pupils

- The Senior Leadership Team and the Headteacher will be responsible for Pupil Premium provision, with specific delegated responsibilities taken by individual members e.g. Maths provision (WW), English (AR) and welfare and inclusion support (LM)
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, but also therefore the additional funding
- All children benefit from the funding
- Underachievement at all levels is targeted (not just lower attaining pupils)

Quality First Teaching

We will continue to ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that quality first teaching (QFT) is provided throughout the school.

- All teachers will share good practice within the school and draw on external expertise
- The school will provide high quality CPD
- The SLT will facilitate the improvement of assessment through moderation.

Individualising Support

We will ensure that the additional support we provide is effective by;

- Looking at the individual needs of the child and identifying their barriers to learning
- Aiming to accelerate progress, moving children to at least the national expected standard (secure) especially in English and Maths, as well as in areas where eligible pupils show a particular aptitude, but where their parents'/carers' financial circumstances prevent them from accessing specialist coaching or instruction
- Tailoring interventions to the needs of the child (booster groups)
- Allocating funding to a series of interventions grouped in progressive waves. The ultimate outcome of which will be that pupils will achieve their academic and personal potential



- Funded interventions will include pastoral support where appropriate, e.g. attendance support, family liaison, development of social skills, emotional support etc.
- Providing extensive support for parents to support their children's learning within the curriculum
- Providing extensive support for parents to manage in times of crisis
- Providing additional provision for SEND pupils which will be funded through a combination of any SEND funding and their Pupil Premium allocation where applicable
- Recognising and building on children's strengths to further boost confidence
- Providing 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, staff, parent and pupil voice
- Assessment data is collected half termly and the impact of interventions is monitored regularly
- Teaching staff and support staff attend and contribute to pupil progress meetings
- We will involve the Governing Body, staff, pupils and their families, in making suggestions about pupil premium strategies and evaluating their outcomes.

Provision

Type of Provision	Examples
Family Engagement	Breakfast club After school club Family Support worker (cluster services) Adult counsellor (cluster services)
Attendance	Breakfast club After school club Staff time and commitment to attendance strategies and monitoring
Engagement in Learning and widening experiences	Educational visits Well being support (RENEW) Purposeful practice e.g. problem solving, play ground buddies/friends, stamp reward system Sports coaches
Accelerated Progress	Providing small group work focused on overcoming gaps in learning Pre and post teaching Additional group teaching and learning opportunities provided by teachers and trained TAs Additional curriculum resources (fully or partly funded through Pupil Premium) Staff CPD Interventions tailored to need
Pupils as enablers	Monitor and mentor opportunities for pupils e.g. Y5/6 playground buddies, play workers, school captains



Reporting

It will be the responsibility of the Headteacher and the SLT to produce Pupil Premium reports for the Governing Body, including the following:

- an account of the progress made towards narrowing the gap for disadvantaged pupils (Pupil Premium against non-Pupil Premium pupils);
- an outline of the provision in place

Disseminating the policy

This Pupil Premium policy along with the details of actions will be published on the school's website.

Review

This Pupil Premium Policy was formally adopted by Whinmoor St Paul's C of E Primary School in September 2017

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

Signed and dated:

Chair of Governing Body.....

Headteacher.....

Review Date: September 2019