



WILDRIDINGS PRIMARY SCHOOL

Pupil Premium Policy

		Signature	Date
Headteacher	Mr Simon Cope		
On behalf of the Governing Body	Mrs Sarah Hey		

Reviewed by	Anna Cook
Approved by FGB	26th April 2018
Next Review	April 2019

Wildridings

PUPIL PREMIUM POLICY

The Pupil Premium was introduced in April 2011 and paid by means of a specific grant based on school census figures for pupils. Pupil Premium is calculated by the number of FSM children at the school in addition to the number of looked after children, who attend the school, calculated using the Children Looked After data returns (SSDA903). A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

At Wildridings, we have high expectations for our children and we strongly believe that no child should be left behind. We are determined to give every child the opportunity to realise their full potential and be the best they can be. Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches pupils who need it most. When making decisions about using the pupil premium funding it is important for us to carefully consider the potential barriers faced by pupils and families. The challenges for pupil premium pupils and families are varied and we recognise that careful consideration needs to be given in order to address barriers and close the attainment gap between them and their non-pupil premium peers.

The school recognises that not all pupils who are eligible for pupil premium are under achieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual or group, in which any area of under-performance is evident.

Aims:

To ensure all pupils achieve their full potential through Quality First Teaching.

To provide pupils with equal opportunities to achieve and excel in all areas of the curriculum, including providing pupils with a range of learning experiences which will motivate and inspire.

To work collaboratively with parents and pupils, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.

To work with external agencies and organisations to provide additional support for social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.

Principles

We will ensure that:

- ALL teaching and support staff are involved in the analysis of data and identification of pupils.
- ALL staff are aware of who pupil premium and vulnerable children are.
- ALL pupil premium children will 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 and parents will be informed at every stage of their child’s development.

Class teachers and Teaching Assistants

- All staff will maintain high expectations of all pupils.
- Ensure that planning and teaching is differentiated, providing appropriate levels of challenge and support which will aid pupil’s academic progression.
- Seek to promote the personal wellbeing of pupils and their involvement in the wider opportunities available through the extended curriculum.
- Consult with the SENCo or FSA as needed for further support and advice.
- Plan interventions carefully to ensure they are well matched to the needs of the pupil.
- Class teachers will ensure classroom teaching assistants are fully prepared to support and assess the progress and learning outcomes for all pupils, including those requiring additional support.
- Take prompt action to inform senior leaders of any areas where a child’s progress or performance may be directly- or adversely- affected by social or economic disadvantage.

Monitoring, Reporting and Evaluation

We will ensure that:

- A wide range of data is used- achievement data, students’ work, observations, learning walks, staff, parent, carer and pupil voice.
- Staff will meet with parents to discuss progress and support of pupils. Any potential barriers will be discussed and staff will be proactive in offering support and guidance.
- Assessment data is collected half termly so that the impact of interventions can be monitored regularly.
- Class teachers will monitor the impact of any interventions and make any necessary changes to provision.
- Assessments are closely moderated to ensure they are accurate.
- Teaching staff and support staff attend and contribute to pupil progress meetings each half term and 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.
- The Headteacher or Deputy Headteacher will provide half termly reports on pupil premium attainment and progress for governors.
- The senior leadership team will regularly monitor the quality of teaching and the impact of interventions.
- Appropriate training and guidance will be provided to staff in order to support them in implementing successful strategies for diminishing the difference.

Governors

The governing body plays an important role in ensuring our school meets the needs of all pupils and implements any actions to help diminish the difference.

- The designated link governor for pupil premium will act on behalf of the governors to monitor and review the progress and impact of pupil premium funding.
- This will involve regular meetings with senior leadership to evaluate provision and the impact on progress and attainment. The governing body will take into account a range of information, including data on progress and attainments as well as case studies, pupil/parent voice and surveys when looking at evidence of impact.