



SPELLBROOK C of E PRIMARY SCHOOL

Learn together, Enjoy together, Succeed together

Pupil Premium Policy

Aims

The aim is for all teaching in the school to be outstanding and to carefully track the progress of all pupils. Pupil Premium funding is to be used in a variety of ways to help disadvantaged pupils to make the same progress as their peers.

To ensure that our Pupil Premium funding is spent in the most effective way we aim to:

- Target the funding well from the outset, being responsive and flexible to individual needs.
- Use progress tracking procedures effectively to identify the strengths and weaknesses of all pupils, in particular those children underachieving and eligible for pupil premium so that targeted intervention and support will accelerate their progress.
- Determine the most effective way of delivering intervention
- Ensure that all those teaching and supporting the pupil premium pupils are well-trained
- Use knowledge of each disadvantaged pupil to allow them full access to all the school offers.
- Actively involve the governors in our decision-making processes.
- Effectively monitor and evaluate the impact of spending.

Principles

To help achieve the aims outlined above, Governors and Senior Leaders have agreed the following principles:

- Funding will be ring fenced so that it is always spent on target groups of pupils.
- Eligibility for Pupil Premium will never be confused with low ability; it will focus on supporting our disadvantaged pupils to achieve the highest levels.
- Proper analysis will be undertaken to identify where pupils are underachieving and why.
- The use of research evidence, including the Educational Endowment Foundation's Teaching and Learning Toolkit and the Sutton Trust Toolkit, will inform spending decisions.
- Teaching Assistants will be highly trained and understand their accountability for pupil achievement.
- We will have a clear policy on spending Pupil Premium, agreed by governors and published on the school website.
- Careful monitoring and evaluation will be undertaken to demonstrate the impact of each aspect of spending on the outcomes for pupils.
- Our focus will be on quality first teaching, rather than relying on intervention to compensate.
- Half termly achievement data is used to check effectiveness of interventions; this leads to continuously adjusting techniques to meet the needs of pupils.
- Systematic focus on clear pupil feedback and advice for improving their work.
- The Headteacher will have an overview of funding allocations.
- All class-based staff will be aware of Pupil Premium children in their classes so they can take responsibility for their progress.
- Strategies are available for improving attendance, behaviour or family links if there is an issue.
- Performance Management of staff will include discussions about Pupil Premium children.
- Governors will be regularly informed of the decision-making and evaluation processes.

Provision

The provision may include:

- Supporting training teachers to work in the classroom to raise achievements and standards of pupil premium pupils.
- Supporting pupil premium pupils so they can access the full range of school activities offered in addition to the classroom work.
- Supporting pupil premium pupils to benefit from the learning environment outside of school.

Evidence about what works for the School

The Education Endowment Foundation (EEF) provides up-to-date information on what works in raising achievement of disadvantaged children. In order of impact it cites eight approaches:

- 1. Effective Feedback on Learning**
Feedback for children and teachers on children's performance relative to learning goals can be very effective in raising attainment if it is about challenging tasks or goals, focuses more on what is right than what is wrong, and encourages the child rather than threatens their self-esteem.
- 2. Metacognition and Self-regulation**
Teaching children strategies to motivate themselves and plan, monitor and evaluate their own learning is a well-proven, high impact approach that carries little cost other than staff CPD.
- 3. Peer Tutoring**
In these approaches learners work in pairs or small groups to provide each other with explicit teaching support. The boost to attainment provided by peer tutoring is apparent for both tutor and tutee (particularly in cross-age tutoring).
- 4. Early Intervention**
Research shows that high-quality early years provision, with a strong educational focus and activities which support early reading and number concepts, is beneficial for disadvantaged pupils.
- 5. One-to-One Tutoring**
There is good evidence that providing 1:1 tuition for short, regular sessions over a set period of time can enable children to catch up with their peers.
- 6. ICT**
Investing in digital technologies to support learning can be effective, particularly if used to supplement teaching, rather than replace more traditional approaches.
- 7. Phonics**
The evidence suggests that phonics can be an important component in supporting the development of early reading skills, particularly for children from disadvantaged backgrounds.
- 8. Parental Involvement**
Activities that involve parents in supporting their children's learning can be effective, though ensuring that there is an impact on children's attainment is challenging and needs effective monitoring and evaluation.

These approaches will be taken into account when making decisions about the spending of our Pupil Premium.

All our work through the Pupil Premium is aimed at accelerating progress so that pupils achieve age related expectations and greater depth where possible. This equates to the following measures:

Progress measures between the end of Reception and the end of Year 2

- All children who are not on track (emerging) at the end of Reception should have closed the gap and be at age related expectations by the end of Year 2
- All pupils who are on track (expected) at the end of Reception should still be on track by the end of Year 2
- All pupils who are above age related expectations (exceeding) at the end of Reception should still be exceeding at the end of Year 2.

Progress measures between the end of Year 2 and the end of Year 6

- The aim is for every child to have made positive progress (using the government's calculations) based on children's key stage 1 prior attainment and their end of key stage 2 attainment.

The school recognises that disadvantage does not mean and is not an excuse for low attainment or progress. Pupil Premium resources will be used to support all qualifying pupils including higher attaining children with previously high levels of achievement.

Reporting

The Pupil Premium Strategy will detail

- The progress made towards narrowing the gap, for socially disadvantaged pupils
- An outline of provision

It will be the responsibility of the Headteacher to produce regular updates for governors, to ensure that funds have been used appropriately.

- The Pupil Premium Strategy to be published on school website
- Spreadsheet of individual provision
- Data analysis of pupil progress and attainment

The Governing Body of the school will ensure that the annual strategy update records how the Pupil Premium Funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This update will be published on the school website. This task will be carried out within the requirements published by the Department of Education.

Key Activities

Activities that we have undertaken using Pupil Premium, and that have impacted on closing attainment gaps include:

- Tailored 1/1 and small group provision for pre- and re-teaching where necessary
- Reading and other resource purchases to benefit targeted pupils and groups.
- Providing pastoral care to support pupils' social and emotional development.
- Subsidising or paying for educational trips and residential visits
- Funding identified children to access out of school clubs and activities, for example swimming lessons, football coaching.
- Funding additional Teacher Assistant time and resources for specific intervention programmes and pre-teaching.
- Booster groups for Year 6 pupils
- Breakfast Club with a learning mentor for social skills
- Staff Training
- Provision for uniform where needed.

How well do we use our money?

Any decisions about how we spend our Pupil Premium are based on data collected, analysed and used to identify groups and common needs for children entitled to Pupil Premium.

Pupils who are eligible for the Pupil Premium are identified on our school tracking system, Target Tracker. This allows us to filter information relating to their attainment and progress throughout the year. This data informs our whole school Provision Mapping Waves 1 and 2; it is reported to the Headteacher by class teachers and then to the Pupil Premium governor, who reports briefly to the termly FGB.

Three termly cycles of intervention take place each year and data is gathered at the beginning and end of each cycle. This data is analysed to ensure that all target pupils are making progress and, if not, why not and the action we will take in response.

When evaluating the achievement of pupils in relation to our spending of the Pupil Premium, we will consider:

- How well gaps are narrowing between the performance of different groups of pupils in the school and compared to all pupils nationally.
- How well pupils make progress relative to their starting points.

Each year in September we will publish a report for parents about our Pupil Premium allocation, spend and impact on attainment. The report will be posted on the School's website and will be available as a paper copy on request.