

Water Primary School

Pupil Premium Policy

Reviewed by Mr C. Willan

Review Date: Annually

2018/19

At Water Primary School, children are at the centre of everything we do.

We aim to give our children the best possible opportunities and learning experiences, enabling them to reach their full potential. We aim to ensure that the children in our care are equipped for life-long learning as responsible citizens in an ever-changing, diverse community.

We believe that we all have the right to be happy, to be safe and to learn.

This policy supports our responsibility to make this happen.



Aims

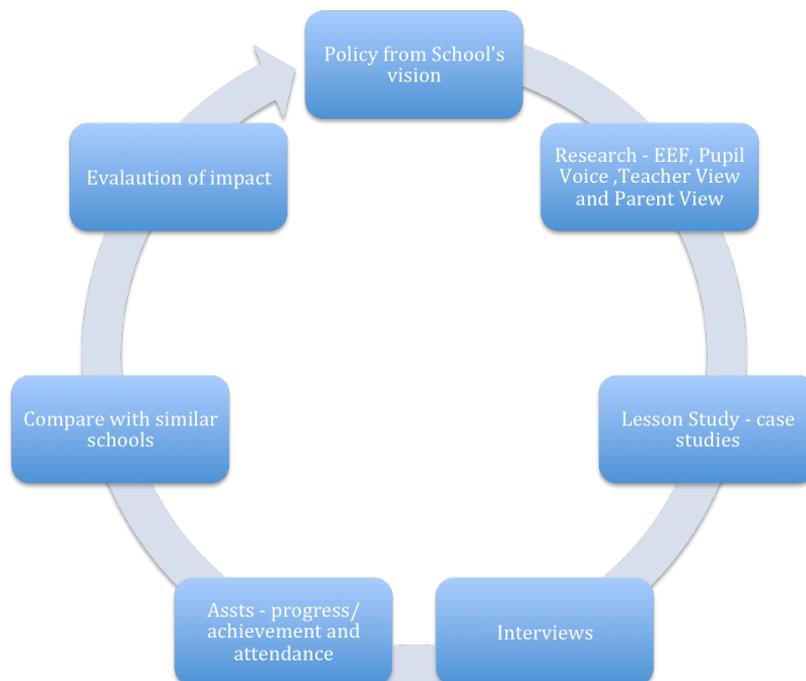
We are determined as a school to ensure that that our children are given every opportunity and chance to succeed and realise their full potential. We are committed to make a difference to every child in our care, regardless of background. The difference between success and failure is the willingness to aim high, learn from mistakes and to have the passion and commitment to learn and acquire knowledge. The vision and ethos of the school is to embed a culture of life long learning in all of our children. Pupil premium funding is integral to this culture and vision. This policy outlines how we will ensure it is spent to maximum effect.

Background

The pupil premium is a new government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

Context

It is important that when decisions regarding the allocation of the pupil premium funding are made, the context and the challenges of the school are considered. In addition it is vital that range of sources are included when determining those contexts and challenges. Please see below our Pupil Premium Action Plan



Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. Complex family situations may also prevent children from flourishing.

Our core beliefs as a school can affect the impact of our pupil premium funding.

Building character and resolve

- Pupils aim high
- Challenge and support
- Innovative solutions to overcoming barriers
- Sharing of the school's core purpose with all stakeholders

Data

- Strengths and weaknesses of the school
- Research
- Stakeholder meetings (FSM cohort)
- Building evidence

Identification

- Analysis of all data – by all staff.
- Pupil premium and vulnerable children are known to all staff.
- All pupil premium children benefit from the funding not just those who are underperforming.
- Underachievement at all levels is targeted.
- Personalised learning.

First quality teaching

We continue to ensure that all children across the school receive good teaching, with increasing elements of outstanding practice.

We have: -

- High expectations.
- Ensure consistent implementation of non-negotiables – Marking, phonics and guided reading.
- Share good practice.
- Provide high quality CPD which is relevant based on individual needs and school development priorities.

Personalised support

- Individual needs of all FSM children are analysed using a detailed case study procedure.
- Barriers to learning are identified.
- Matching CPD opportunities for all staff.

- Pupil and parent interviews – stakeholder meetings.
- Excellent communication by all stakeholders – regular meetings, detailed minutes and promotion of success.
- Working with other agencies
- High quality interventions
- Matching skills to interventions
- Extensive support for parents – (EAL – providing parents with phonics intervention)
- Background to family discussions
- Increased learning time – morning activity, Lunchtime home learning clubs

Monitoring

- A wide range of data is used – achievement, pupils’ work, observations, case studies, staff, parent and pupil voice and learning walks.
- Assessment Data collected termly – Pupil Progress meetings half termly and various assessment checklists
- New Assessment process, heavily focussed on formative assessment – which includes pupil interviews (assertive mentoring and Growth Mindset)
- Moderation
- Regular feedback and target setting
- Interventions are agile
- Headteacher is responsible for the coordination of the Pupil Premium funding
- A governor is responsible for Pupil Premium (Dev. Plan)

Reporting

When reporting on Pupil premium funding we will include: -

- Context
- Objectives – Reasons, analysis of data and use of research
- Support – who, what, where, why and when
- Pastoral information
- Curriculum enrichment and beyond
- Families and parents

An overview of spending

- Total received
- Total spent
- Total remaining

A summary of the impact

- Performance of FSM
- Case studies
- Pupil, Parent and staff voice
- Implications to spending for next year

These reports will be written in partnership with the governing body of the school (Headteacher and PPG governor) and will be published on the school website and reported at Finance, Standards and Full governing body meetings.

