PUPIL PREMIUM POLICY

Approved by:
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1. Aims
At West Acton Primary School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe a child’s passion and thirst for knowledge and your dedication and commitment to learning make the difference between success and failure. We are determined to ensure that our children are given every chance to realise their full potential. Pupil Premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect to support children reach their potential.

2. Background
The Pupil Premium is a government initiative that targets extra money at disadvantaged pupils. Research shows that disadvantaged pupils, because of a range of circumstances, underachieve compared to their peers. The Premium is provided to enable these pupils to be supported to reach their potential.

The Government provides Pupil Premium funding for each child who:
- Has been eligible for free school meals (FSM) at any time in the last 6 years;
- Has left local-authority care because of either adoption, a special guardianship order, a child arrangements order or a residence order; and/or
- Has been in local authority care for more than 1 day\(^1\).

A pupil is eligible for FSM if they or their family is in receipt of government benefits such as income support.

At West Acton we will direct our Pupil Premium Grant (PPG) toward targeted interventions and whole school initiatives or programmes that benefit both those students who attract the funding and also additional students who are identified as vulnerable, but may not meet the above funding criteria. This means that we will strive to close the gap regarding attainment for all students who are at risk of under-attaining.

3. Context
When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Children who attract Pupil Premium funding may face barriers such as: less support at home; weaker language and communication skills; lack of confidence; more frequent behaviour difficulties; and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. However, the challenges are varied and each child’s situation is, and should be treated as, unique.
4. Key Principles
By following the key principles below, we believe we can maximise the impact of our Pupil Premium Grant spending.

Building Belief
We will provide a culture where:

- Staff believe in ALL children;
- There are “no excuses” made for underperformance;
- Staff adopt a “solution-focused” approach to overcoming barriers;
- Staff support children to develop “growth” mindsets towards learning.

1 The funding for these children is managed by the Virtual School Head in the local authority that looks after the child.
5. **Researching effective strategies**
We will ensure that:
- We use research (such as that provided by the Education Endowment Foundation) to support us in determining the strategies that will be most effective in raising pupil attainment and progress.
- All class teachers are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school and where strategies identified from research will be most effectively targeted.

6. **Increasing learning time**
We will maximise the time children have to achieve the desired outcomes through:
- improving attendance and punctuality;
- providing earlier intervention (in KS1 and EYFS);
- supporting children’s emotional needs.

7. **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 specific barriers to learning;
- tailoring interventions to the needs of the child;
- matching the skills of the support staff to the interventions they provide;
- ensuring additional support staff and class teachers communicate regularly;
- working with other agencies to bring in additional expertise e.g. Beanstalk volunteer readers.

8. **Monitoring and Evaluation**
We will ensure that:
- the Governing board are informed of the Pupil Premium Grant Strategy and report back on the progress of support mechanisms at each full Governing board meeting;
- a wide range of data is used to inform interventions – achievement data, pupils’ work, provision maps, observations, learning walks, case studies, and staff, parent and pupil voice;
- Pupil Premium assessment data is collected half termly so that the impact of interventions can be monitored regularly;
- assessments are closely moderated by teachers and leaders to ensure they are accurate;
- teaching staff attend and contribute to pupil progress meetings and the identified children are reviewed;
- regular feedback about performance is given to children and parents;
- interventions are adapted or changed if they are not working;
- The Headteacher and Deputy Headteacher maintain an overview of Pupil Premium spending.
9. Reporting
Each year a Pupil Premium development plan will be written which will incorporate key objectives and actions for Pupil Premium students for the year.

In line with requirements published by the Department of Education, when reporting about Pupil premium funding we will include for the current year:
- our school’s grant allocation amount;
- a summary of the main barriers to educational achievement faced by eligible pupils at the school;
- how we’ll spend the funding to address these barriers and the reasons for our approach
- how we’ll measure the impact of the funding
- the date of the next review of our pupil premium strategy

For the previous academic year we will include:
- how we spent our Pupil premium allocation;
- the impact of the expenditure on eligible and other pupils

The Governing body will ensure that the information is reported as an annual statement on the school website.