

Pupil Premium Policy



What is the Pupil Premium Grant (PPG)?

The Pupil Premium was introduced in April 2011. It was allocated to children from low-income families who were known to be eligible for free school meals, and children who had been looked after continuously for more than six months.

Eligibility for the Pupil Premium for 2012–13 was extended to pupils who have been eligible for free school meals at any point in the last six years (known as the Ever6 Free School Meals measure).

Schools also receive funding for children who are children of service personnel.

Schools are free to spend the Pupil Premium as they see fit. However, they are accountable for how they use the additional funding to support pupils from low-income families and the other target groups.

New measures have been included in the performance tables that show the achievement of pupils who attract the Pupil Premium.

Who has responsibility for this area?

The Executive Headteacher is a LLE and a Pupil Premium System Leader and has overall strategic responsibility for this area. She is supported by Mrs Kennedy, the Executive School Business Manager and Mrs Hart, the SEND leader from St George's. At St Mark's she is supported by Miss Livesley, the Pastoral Team Leader.

The team meet at least twice a year to plan, monitor and review provision.

How is money spent?

Progress Meetings are held at least termly where all pupils are discussed on an individual basis with regards to:

- Attainment compared to National expectations
- Their progress over the course of the last academic year
- Their progress from the last end of key stage assessment
- Barriers to learning (SEND, FSM, health, social issues, G&T, how often they are heard read/do their homework etc)
- Gap analysis/concept weakness

Pupils who are in receipt of PPG have an individual action plan agreed during this meeting.

What interventions are offered?

Sutton Trust/Education Endowment Report

All interventions offered are in line with the findings from the Sutton Trust Report. This report has also been shared with all staff.

There are two types of interventions offered: Generic and Child specific

Generic

Generic provision is a universal entitlement for all children. Examples of this include:

- Summer School: held in the middle of the Summer Holidays, this is linked to the work each class will be doing at the start of the term. Staff are paid overtime to work and staff/pupil ratios are high.
- Easter School
- Booster Residential to Low Bank Ground
- Breakfast Club
- Wider Opportunities Music Lessons: All Y4 children learn to play an instrument and read music via our music specialist teacher
- Top Ten Opportunities

Pupil Specific

This is support that is tailored to the individual needs of pupils. Examples of this include:

- Pupil Mentoring: before/after school catch up intervention support
- Handwriting Intervention: 'Speed Up', 'Clever Fingers', 'Handwriting Recovery'
- Nurture
- G&T classes
- 5 minute Challenge: this is specifically aimed at pupils not making expected progress
- Additional support from Teacher/teacher: this is focussed on individual pupil need and can be as simple as hearing a child read daily, or addressing key concept weaknesses.
- Bean Stalk: Volunteer reading programme
- Learning Mentor Support: This can be Friendship Groups, direct group work etc
- Counselling: using Wigan Family Welfare
- Boosters for pupils who did not pass Y1 phonics screening

Pupils who are expected+ for attainment and expected+ for progress and in receipt of PPG

This group of learners is often neglected in many schools. At The Wings' Federation we identify these children as potential G&T learners and provide interventions that will accelerate progress and provide wider opportunities for them.

How is impact measured?

The school's evaluation of its own performance is rigorous. Tracking of progress over time for

each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies

and interventions to promote improvement.

- A wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents via Parent Consultation Evenings and school reports
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour

We will use Raise Online, KS2 KS1, Phonics, EYFS results, progress meetings and the Local Authority School Profile to evaluate impact in terms of attainment and progress.

Governance

The Wings’ Federation has appointed a governor to have responsibility for overseeing PPG spending. This is Mrs Alice Aldred. At the termly meeting, the PPG team give updates on the progress of PPG children in each school. An annual update is given to all governors.

Reporting on the School Website

As from September 2012, it became a statutory requirement for schools to publish an annual report on the school website showing:

- the pupil premium allocation for the current academic year
- details of how the school intends to spend your allocation
- details of how the school spent the previous academic year’s allocation
- how it made a difference to the attainment of disadvantaged pupils