



Whitehill Community Academy (3-11)

Pupil Premium Policy

“Whitehill Community Primary School is OUTSTANDING IN ALL AREAS” - Ofsted, June 2008

“Opening minds, unlocking potential, celebrating success together”

Rationale:

At Whitehill Community academy, we aim to ensure targeted and strategic use of Pupil Premium provision to support children at the academy in accessing and achieving nurturing academic, personal, spiritual and social development so that all children can achieve their full potential. We have a detailed focus on the specific ring-fenced funding on supporting disadvantaged pupils to aspire to achieve their highest levels of achievement and attainment possible, so narrowing the gap between themselves and pupils from more affluent backgrounds.

Aims and Objectives:

Whitehill Community Academy aims:-

- To promote a high profile approach to meeting the needs of disadvantaged pupils.
- To analyse pupil data and information in order to identify circumstances which may be barriers to learning.
- To provide a plan of support provision based on pupil data and current relevant pupil information.
- To ensure the best possible delivery of teaching and learning provision in all classrooms.
- To provide a wide range of targeted group and individual support packages designed to meet the needs of specific vulnerable pupils.
- To ensure provisions are set with clear success criteria for each actions, linked to measurable outcomes.
- To provide support for pupil positive thinking through effective mentoring in order to be able to maintain high aspirations during any time of personal crisis.
- To support and promote good attendance patterns.
- To offer a rich and varied menu of educational experiences to broaden the opportunities of specific vulnerable pupils.
- To ensure that social / economic barriers do not cause vulnerable children to be unable to participate fully in school life and educational experiences.
- To ensure regular monitoring and evaluation of support measures in order to assess impact and ensure effectiveness. This will inform future plans, provide accountability and develop best-value measures.

Guidelines:

Pupils identified as pupil premium will be clearly identified to staff through Tracking information and Class Profiles in order for their specific support to be provided, monitored and reviewed appropriately.

The needs of individual pupils will be analysed using a wide range of information, including:

- Assessment Manager progress tracking data.
- C-Poms / Vulnerable register information on specifically identified needs.
- C-Poms / Child Protection information.
- Class teacher observations and APP information from target-setting staff meetings.
- Pupil Mentoring outcomes.
- C-Poms / Class behaviour log reports.
- Termly parental report comments.
- Outcomes from lesson observations, learning walks, book scrutinies, Moderation and Assessment Folders and Parent/ Pupil questionnaires.

Range of provision:

The range of provision at Whitehill Community Academy will include:

1) *Achievement and Standards*

- Effective teaching and learning classroom provision as seen in teacher's planning and evaluations and in target meetings with senior staff.
- Targeted intervention for underachieving pupils as highlighted in Provision Mapping and review at target meetings.
- Targeted 'booster' sessions aimed at encouraging greater aspirations and higher attainment.
- Access to specifically tailored resources matched to needs, support requirements and aspirations.
- Access to available funding (at the discretion of the Senior Leadership Team, Governing Body and the academy's Business Manager to off-set personal economic circumstances, eg. financial support for school visits, school uniform, etc).

2) *Learning Support*

- Access to Learning Mentors / HLTAs to be able to accurately access individual needs in order to remove any barriers to learning.
- Allocation of Learning Mentors / HLTAs to specific individuals / groups to provide opportunities for focused feedback.
- Allocation of 'Booster Teachers' to specific individuals / groups to provide opportunities for focused feedback.
- Learning support packages for specific year groups to limit the need for intervention in Upper Key Stage 2.

3) *Pastoral Support*

- Access to Learning Mentors / Pastoral Care Team to raise self-esteem and promote appropriate choices in order to maximise learning opportunities.
- Availability of friendship groups / Pyramid Club, etc to promote and support personal and social development.
- Behaviour Management strategies from assigned Learning Mentors / Pastoral Care Team to guide pupils.

4) *Family Support*

- Family attendance support from our Learning Mentor Team / Pastoral Care Team.
- Family support and signposting to appropriate agencies from our Learning Mentors / Pastoral Care Team.
- Availability of transportation where required to ease pupil's attendance and punctuality.

5) *Enrichment*

- Access to a wide range of educational experiences and inspirations, including; trips, visitors and special events.

6) *Out-of-hours Support*

- Access to Homework clubs to ensure that all pupils have the appropriate support and encouragement in order to promote self-study skills.
- Out-of-hours extra-curricular enrichment clubs to ensure children have access to develop their talents.
- Access to Breakfast Club / The Zone.

7) *Extra Provision*

- One-off bespoke provision to meet individual needs. For example, sporting events, 1:1 tuition / music, etc.

The provision will be led by the Principal and designated Assistant Vice Principal, with the allocation, planning, monitoring and reviewing carried out in conjunction with the SMT, teaching and support staff and the nominated named governor for Pupil Premium.

Equal Opportunities:

As specified in the Whitehill Equal Opportunities and the Inclusion Policies, all children and staff will be respected as individuals and provision made according to any needs which should be met.

Role of the Coordinating Team:

The coordinating team will have responsibility for:

- Up-dating policies.
- Writing and updating the Curriculum Action Plan.
- Monitoring and evaluating teaching and learning through work scrutinies, planning examples and lesson observations.
- Checking and purchasing resources (where applicable).
- Liaise with relevant staff and other stake-holders regarding pupil progress and fair allocation / access to relevant resources.

Role of Governors:

The governing body of Whitehill Community Academy will be involved in monitoring policies, action plans and will be encouraged to observe and scrutinise how Pupil Premium funding is effectively used. A designated governor / governor team will take on specific roles in the scrutinising and reporting of Pupil Premium money.

Assessment, Recording, Monitoring and Reporting:

It is the responsibility of the Principal, or delegated member of SLT, to produce regular reports for Governors on:

- The progress made towards narrowing the gap for socially disadvantaged pupils.
- The provision currently in place at Whitehill.
- Monitoring the effectiveness of the provisions in order to evaluate best value.
- Evaluation of the impact of the provisions in terms of progress made by pupils.
- Future plans for provision in order to ensure continuing success.
- Detailed reports on Pupil Premium Grant spending will be circulated to staff/ governing body and placed on the Whitehill Community Academy website (Statutory requirement).

- The Governors of Whitehill Community Academy will ensure there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap' for socially disadvantaged pupils. This statement will be shared on the Whitehill Community Academy website (Statutory requirement).

Date of implementation:	September 2017
Date of next review by Governing Body:	September 2019
Staff responsible for writing/review:	Mr J. Armitage / SLT
Linked to:	SDP, ECM, Raise online.