



THE WINDMILLS JUNIOR SCHOOL

PUPIL PREMIUM POLICY

Issue Date: September 2017

Review: September 2018

Background

The pupil premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their advantaged peers. The premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. These children are referred to as the Pupil Premium group (PP)

The intention is to:

- Increase social mobility
- Enable more pupils to enter into further education
- Reduce the attainment gap between free school meals and non-free school meals nationally

We believe that simply spending more on pupils, without well thought out strategies, will not necessarily improve their learning or aspirations. By following some guiding principles, stakeholder involvement and robust monitoring and evaluation, we can make a difference.

Guiding Principles

- PP funding will be ring-fenced and the school held accountable for its use;
- All pupils in the PP groups must be considered for support to raise attainment or to address other factors which could lay the foundation for future learning;
- All staff must be aware of pupils receiving the PP and how it is being spent;
- Consistent high quality support must be monitored by the school, avoiding wastage of precious financial resources;
- Activities must be evaluated for impact by the school on a regular basis;
- Governors must have a clear overview of how funding is being allocated and the difference it is making to the outcomes for pupils;
- Governors must elect a named governor to have an oversight of the PP and report back to the Full Governing Body;
- This Pupil Premium Policy will be available in school and on the school website.

Funding

The funding can support any specific activity, or fund focused teaching, or learning groups, or raise staff levels to support those children with PP, or to support monitoring and tracking progress. There is no single package for every child and what works for one child will not be appropriate for another, each pupil is considered individually. Often raising self-esteem/confidence or unburdening a pupil of emotional stress will lay the foundations for further learning. The following are some activities that a child on FSM may have to support their learning:

- Small tuition groups for reading, writing, mathematics;
- Daily reading with an adult;
- Additional literacy and maths sessions outside of the class, 1:1 provision for breaking down specific barriers to academic learning;

- Pupil conferencing;
- Learning Mentor support;
- Support for raising attendance;
- Support for improving behaviour;
- Support for improving effort/attitude/concentration;
- Working with families/workshops;
- Training for specific areas with Teachers/Teaching Assistants;
- ICT Provision to enhance learning opportunities and be available to children to motivate, often providing facilities in school that are not available at home (internet, iPad, lap tops);
- Setting up clubs for targeted pupils: Homework, Let's Get Cooking, etc;
- Participation in courses/events for pupils;
- Tuition for specific areas of the curriculum (eg the arts, sport);
- Additional Teaching Assistant time in class to provide focussed learning and behaviour support for individuals and small groups;
- One to One or small group targeted Speech and Language interventions delivered by the Meads Alliance Speech and Language Outreach team.

Pupil Wellbeing

- Family Link worker allocated to individual families;
- Additional Teaching Assistant time to support appropriate social play activities at break times;
- Learning Mentor support to address Social and Emotional barriers to learning;
- Some financial support in enabling children to take part in off site visits (including the Year 6 residential visit and Year 3 swimming lessons) and possible support with extra-curricular activities
- Possible support with School Uniform, including PE kit;

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our phase leaders and SLT to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and differentiation
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

Monitoring, Evaluation and Review

The SLT will carry out the following duties:

- Monitoring of the impact on individual pupils (in terms of wellbeing/ academic progress etc) will take place each term
- Specific intended outcomes will be identified and evidence of impact provided.
- An annual review will be uploaded to the school website.

Stakeholder Involvements

- Governor:** Named governor to report to the FGB and be involved in the overview, including observations and discussions with staff/pupils/parents.
- Pupils:** Evaluation discussions/viewpoint questionnaires to be set as appropriate.
- Parents:** Parents informed of progress via Consultation Evenings, annual reports, informal meetings.
- Staff:** Class teachers to be accountable for the progress of PP children in their classes: PP pupils to be discussed at termly Progress Meetings.