

PUPIL PREMIUM GUIDELINES 2017-2018



Caddington
VILLAGE SCHOOL
A school at the heart of the community

Reviewed: October 2017

Aims:

At Caddington Village School, we have high expectations for all of our children, in academic success and wider curricular involvement. We believe that all children should have an equal right to achieve and realise their full potential. We receive a sizeable amount of pupil premium funding and this document outlines how we will ensure it is spent to maximum effect.

Background:

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

The Government has used pupils currently entitled to free school meals (FSM), those who have been entitled during the past six years (Ever-6), Children Looked After (CLA) and service children as indicators of deprivation and have provided a fixed amount of money for schools per pupil.

Context:

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, lack of confidence, more frequent behavioural difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

Key principles:

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Setting High Expectations

We will provide a culture where:

- Staff believe in ALL children
- Staff have high expectations of ALL children
- Staff adopt a 'solution-focused' approach to overcoming barriers

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of the achievements and needs of different groups of pupils
- We use research (such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- ALL staff are aware of who the disadvantaged and vulnerable children are
- ALL disadvantaged children benefit from the funding, not just those who are underperforming

- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully and emotional or pastoral support is provided if required

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 by:

- Setting high expectations
- Addressing any in-school variance
- Ensuring consistent implementation of the non-negotiables, e.g. marking and feedback is routine and informative
- Sharing good practice within the school and drawing on external expertise where necessary
- Providing high quality CPD
- Structured monitoring of teaching and learning
- Regular book scrutinies
- Improving assessment through joint moderation

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 barriers to learning
- Ensuring HLTAs, LSAs and teachers communicate regularly
- Using teachers, HLTAs and LSAs to provide high quality interventions across the school
- Matching the skills of the support staff to the interventions they provide
- Providing support for parents
 - o to support their children's learning within the curriculum e.g. phonics sessions, maths sessions
 - o to manage in times of crisis/need
- Tailoring interventions to the needs of the child (e.g. targeted revision sessions for children with 'gaps' in their knowledge)

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – attainment data, pupils' work, observations, learning walks
- Assessment data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff attend weekly meetings with Key Stage Leaders to monitor pupil progress and pastoral wellbeing
- Interventions are adapted and changed if they are not working
- A designated member of the SLT maintains an overview of pupil premium spending
- A Governor is given responsibility for pupil premium

Frequency: Annually

Review date: October 2018

Sources:

- DfE 'Supporting the attainment of disadvantaged pupils' (November 2015)