

TANNERS WOOD JMI SCHOOL



PUPIL PREMIUM POLICY 2018

Adopted by Governing Body (Teaching and Learning Committee):	Date October 2018	Review Date October 2021
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1. AIMS

At Tanners Wood, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about your starting point but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and 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.

2. BACKGROUND

The pupil premium is a government initiative that targets extra money at pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged 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, previously 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 pupil registered for FSM over a rolling six year period. At Tanners Wood we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment and progress.

3. CONTEXT

When making decisions about using pupil premium funding it is important to consider both the context of the school and the challenges faced by individual children. Common barriers for FSM children can be less support at home, weak 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. The challenges are varied and there is no "one size fits all".

4. KEY PRINCIPLES

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

Building Belief

We will provide a culture where:

- Staff believe in ALL children and there are “no excuses” made for underperformance and staff believe all children can and will achieve
- Staff adopt a “solution-focused” approach to overcoming barriers
- Staff support children to develop “growth” mindsets towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (such as the Education Endowment Foundation) to support us in determining the strategies that will be most effective
- We use data from assessments, questionnaires and discussions to analyse individual circumstances and act accordingly

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium 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 so that we provide support for those children who could be doing “even better if.....”

Improving day to day Teaching

We will continue to ensure that **all** children across the school receive excellent teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations
- Addressing any within-school variance
- Ensuring consistent implementation of the non-negotiables, e.g. marking and whole class teaching of reading
- Ensuring the books of disadvantaged children are **marked first by the teacher**
- Sharing good practice within the school and drawing on external expertise
- Providing high quality CPD
- Improving assessment through robust moderation

Increasing learning time

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Providing early intervention (KS1 and EYFS)
- Extended learning out of school hours e.g. early mornings and after school

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 additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide

- Working with other agencies to bring in additional expertise
- Providing extensive support for parents e.g. to support their children's learning within the curriculum or provide help in times of crisis via our Family Support Worker
- Tailoring interventions to the needs of the child (e.g. targeted maths revision sessions in the afternoons for children who struggle in the main lesson and SPOT interventions)
- Recognising and building on children's strengths to further boost confidence

Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

5. MONITORING AND EVALUATION

We will ensure that:

- A wide range of data is used – achievement data, pupil's work, observations, learning walks, case studies, and staff, parents and pupil voice
- Assessment data for interventions is collected half termly so that the impact can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the children are reviewed
- Regular feedback about performance is given to children and parents
- 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
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

6. REPORTING

When reporting about pupil premium funding we will include:

- Information about the context of the school and barriers to learning for these children
- Objectives for the year
- Nature of support and allocation
- An overview of spending
- A summary of the impact of PPG

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.