

Rationale:

Governors and School Leaders seek to develop a strategic and co-ordinated approach to the spending of Pupil Premium (& PP Plus) Funding, in order to ensure that the potential attainment gap between all pupils and pupils from low-income families is minimised.

Aims:

- To ring-fence allocated Pupil Premium (& PP plus) Funding so that it can more easily be monitored by Governors and School Leaders.
- To draw up a co-ordinated plan for the spending of each year's funding.
- To raise awareness amongst all staff and Governors of the importance of narrowing the attainment gap between pupils from disadvantaged and more affluent families.
- To ensure that plans for spending Pupil Premium Funding are made explicit within the School Improvement Plan.
- To ensure that the effectiveness of Pupil Premium strategies is carefully monitored, in order to maximise the impact on pupil progress and attainment.

Whole-school Strategies to promote good progress for *every* child:

(Using the school's delegated budget)

1. **HIGH QUALITY FIRST TEACHING:** Teachers recognise that high quality Wave 1 teaching lies at the heart of sustained pupil progress and they ensure that lessons are engaging, enjoyable and effectively differentiated, either to support the less able or to challenge the most able.
2. **SUPPORT FROM PARENTS AT HOME:** Teachers recognise that good relationships with parents/carers, together with clear expectations and support to enable parents/carers to support their child's learning at home, are fundamental to maximising progress. Parents/carers are offered regular opportunities to attend workshops and presentations to support their understanding of the school curriculum. Termly Parents' Evenings allow parents/carers time for a detailed conversation with their child's teacher about their learning and progress.
3. **REMOVING BARRIERS TO LEARNING:** Every teacher maintains an ongoing assessment file detailing the potential barriers to learning of any child in their teaching group, for Reading, Writing and Maths. Each term a plan identifies any child in receipt of Pupil Premium Funding. This information is shared with Teaching Assistants, to ensure that all staff involved in Teaching & Learning within the school are aware of those pupils from disadvantaged backgrounds. Each plan is used to outline the Learning Programme for any child who is:
 - a) not working at National Expectations,
 - b) not sustaining good progress over time,
 - c) not meeting their full potential,
 - d) is in a potentially vulnerable group
4. **ACCOUNTABILITY:** Each teacher discusses the barriers to learning experienced by any child within their teaching group and the strategies to be put in place to overcome these barriers, in regular meetings with the Headteacher and SENCo.
5. **INDIVIDUAL PUPIL TARGETS:** Teachers use our own target known as 'next steps' in Reading, Writing and Maths to ensure that pupils can see their own personal learning journey. Pupils

are given individual targets that they can focus on in their work, detailing their own next steps in each of the three key learning areas.

6. **MARKING & FEEDBACK:** The school's 'responding to children's work' marking scheme is also a mechanism for ensuring that pupils know their next steps in learning. Teachers provide regular opportunities for pupils to act upon the advice given in marking feedback. This is very often verbal feedback.
7. **GOVERNOR MONITORING:** The Governing Body receives regular reports on the effectiveness of strategies for spending Pupil Premium Funding from the Pupil Premium Lead. It is a standing agenda item on the FGB.

Additional Whole-school Strategies to promote good progress for disadvantaged pupils:

(using Pupil Premium funding)

Pupil Premium funding is provided to enable the school to narrow the potential gap in attainment between pupils in receipt of Free School Meals (FSM), Looked After Children (LAC) / Children in Care (CIC), Pupil Premium Plus children and pupils from a Service background. The school currently draws from a range of personalised approaches, as detailed below:

STRATEGY DESCRIPTION

1. Booster Groups

Small group with a qualified, experienced teacher/teaching assistant; during the morning or afternoon sessions; focusing on specific aspects of reading, writing or maths.

2. Pastoral support for vulnerable parents and families

Dedicated time for our experienced SENCo, Pastoral Lead, and Head teacher to work with FSM families who need support; focusing on issues such as parenting skills, family relationships, pupil behaviour, bereavement, poor attendance or punctuality, alcohol dependency, domestic violence. Parents' coffee morning supported by the Pastoral Lead in School.

3. Bespoke interventions led by trained TAs

Interventions designed by our head teacher and SENCo and personalised to meet the needs of our pupils; delivered in weekly or twice weekly sessions over a period of week; focusing on a specific aspect of reading, writing or maths. Any intervention undertaken is monitored to measure the impact it has on the child's progress. This is monitored by the Headteacher, SENCo and Pupil Premium Lead through pupil progress meetings.

4. Enrichment activities /Financial support for disadvantaged families

The school will support all children in receipt of Pupil Premium should they require it for the provision of free school trips, free after school clubs (a small number of school clubs have a cost attached) as and when required. The school supports children in Year 6 to allow them to attend the residential.

Evaluation of Pupil Premium Strategies:

- The Headteacher, SMT, SENCO and class teachers to regularly review the progress of individual pupils, consider their learning needs and the effectiveness of current strategies.
- Each individual intervention strategy that is funded by Pupil Premium is reviewed and evaluated at the end of each term by the Senior Leadership Team, where a strategy is not proving effective, it is either adapted or removed.
- Governors are kept up to date about the effectiveness of strategies that are being implemented. They are involved in decisions about whether or not to continue, adapt or withdraw existing

approaches. They make recommendations to the Resource Management Committee about the way in which the following year's funding should be allocated in the Budget.

- A summary of the annual evaluation of Pupil Premium funding is made available to parents via the school website.