



## PUPIL PREMIUM POLICY

<b>Approval Date:</b>	<b>Summer 2021</b>
<b>Review Date:</b>	<b>Summer 2024</b>

[Psalm 45:4](#)

In your majesty ride forth victoriously in the cause of truth, humility and justice; let your right hand achieve awesome deeds.

## POLICY & PROCEDURE

### **Background**

The pupil premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived 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.

At Churchfields 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.

### **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, 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".

### **Key Principles**

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

#### *Building Belief*

We will provide a culture where:

- staff believe in ALL children
- there are "no excuses" made for underperformance
- 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 Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

## POLICY & PROCEDURE

### *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 good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

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

### *Increasing learning time*

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

- Improving attendance and punctuality
- Providing earlier intervention (EY/KS1)
- Extended learning out of school hours

### *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
- Using team leaders to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing support for parents
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence

POLICY & PROCEDURE  
*Monitoring and Evaluation*

We will ensure that:

- A wide range of data is used – assessment data, pupils' work, lesson observations, learning walks, case studies, and staff, parent and pupil voice
- 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 and contribute to pupil progress meetings each term and the identification of children is 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 teaching staff maintains an overview of pupil premium spending

*Reporting*

We will report about pupil premium funding annually on our school website. This will include:

- information about the context of the school
- objectives for the year
- nature of support and allocation with an overview of spending
- a summary of the impact