

Pupil Premium Rationale

The decision making process of using pupil premium funding is considered in the context of our school and the challenges our pupils and community face. The common barriers which children in receipt of Pupil Premium funding face are lack of support from home, weak language and communication skills, lack of confidence, more frequent behavioural difficulties and an increased risk of attendance and punctuality issues. There may also be very complex family situations that can also impact on pupils' development and progress. We also recognise that there is not a one size fits all model and that some pupils are also able and talented and therefore Pupil premium funding can be used to great effect to develop and enhance those talents thus enhancing life chances and opening new avenues for many pupils.

The key to effective pupil premium spending is to ensure that we meet the needs of all of our pupils, but it is essential we narrow the gap between pupil groups. Historically attainment for pupils on FSM is lower and is identified as a national trend. Through targeted interventions and working to eliminate the barriers pupils may face, we consider each pupil as an individual and what will make a difference to them and ensure we do whatever it takes to develop their learning thus optimising the impact of pupil premium funding. Our aim is early identification and intervention, even before entering our learning environment, to ensure accelerated progress to reach age related expectations (ARE) and above as pupils progress through the school.

We rigorously analyse our data and draw upon expertise within the County and nationally to ensure we are providing the best provision that we can. The Sutton Trust Toolkit and drawing on case studies from other schools has informed our decision making.

Our learning values guide us and underpin our principles:

- As a whole staff we believe in doing whatever it takes;
- There is no excuse for any underachievement;
- Staff have a can do attitude and believe that pupils can and always will achieve;
- Staff support a belief that all pupils have unique gifts and talents

Data Analysis ensures:

- All staff are involved in using data and are aware of our strengths and weaknesses as a school and where we need to challenge and review our practice;
- We draw on the expertise of others where significant progress has been made in closing the gap;
- We consider what works for our pupils and allows us to make the best gains

Pupil identification:

- All staff, both teaching and support staff, use data to track pupil progress and evaluate impact and effectiveness of provision;

- All staff are aware of pupil premium and vulnerable pupils and staff know pupils well with our pupils at the centre of what we do;
- Talented and Able pupil premium pupils are targeted also and extra support for extra-curricular activities/trips is used to support thus overcoming barriers;
- Achievement for all with good progress combating underachievement is monitored by the Leadership Team and by Team Leaders and Curriculum managers in their subject monitoring roles.

Day to Day Teaching

Senior leaders track whole school progress with each class teacher tracking progress of key groups. Pupil progress is specifically linked to Performance Management Targets for both teaching and support staff thus impacting on teaching.

- High expectations are now in place and understood by all;
- In school variance addressed by SMT team;
- Non-negotiables and consistency across the school and led by Team Leaders in year groups;
- All staff are crucial in driving the school forward;
- In house and cluster moderations for correct moderation of what is required for Age Related Expectations;
- Developing skill set of support assistants to optimise expertise in key areas e.g speech and language, maths (1st class at Maths)
- Attendance clinics with our DHT/Attendance lead to support parents and carers in a positive and practical way.

Funding Priorities

Our funding focus has been driven by tailoring our curriculum to enhance the opportunities for all. Team leaders have ownership of the school / their year groups and can work responsively to meet pupil needs. In order to overcome barriers we need to remain reflective but also responsive to changing cohort needs and consistently tracking and revising our curriculum provision and teaching.

Impact of Pupil Premium Grant (PPG)

The school evaluates and monitors with the governing body the impact of PPG on pupil progress. We evaluate our own performance through vigorous data analysis. We especially focus on any dips and move swiftly to reevaluate and are responsive to pupil needs.

- We use whole school tracking systems and moderate with our cluster and neighbouring schools
- Achievement data comes from a wide range of data such as parent , pupil and staff voice, learning walks, case studies observations, project books and work sampling/ monitoring
- Assessments are monitored closely by the senior leadership team

- Pupil progress meetings are held each term with PP pupils as a whole school focus group
- Regular feedback by call/ meeting to parents on pupil progress
- Intervention groups led by highly qualified and experienced teaching staff and teaching assistant team
- Case studies and PP pupils are monitored and links to attendance are made and addressed quickly - barriers are overcome by dialogue and close monitoring
- All Team leaders, the DHT and HT monitor PP pupil progress and data via data reports and specific Pupil premium progress meetings
- One governor has responsibility for PP pupils. We have a PP governor monitoring visit and report annually to governors.