



Pupil Premium Spending Policy

Aims

At Rothwell Primary School 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 where you come from but your thirst for knowledge and your dedication and commitment to learning that make the difference between success and failure. We are determined to ensure that our children are given every chance to reach their full potential.

Background

The Pupil Premium is a recent government initiative that targets extra money at pupils from deprived backgrounds to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), adopted children, 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. Each of these pupils attracted £623 in the financial year 2012-13. This increased to £900 in 2013-14, £1,300 in 2014-2015 and £1,320 in 2015-2016. In May 2015 the Early Years Pupil Premium was also introduced for pupils of nursery age.

Context

Schools have the freedom to spend the premium, which is additional to their underlying budget, in a way they think will best support raising the achievement of funded pupils in comparison with their non-Pupil Premium peers within the school and nationally, whatever their academic starting point and potential. The targeted and strategic use of pupil premium will support us in achieving our overall vision.

Principles

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

Building Belief

We will provide an environment where:

- staff believe in ALL children
- staff have a solution focused approach to overcoming barriers
- staff support children to develop a passion for learning

Analysing Data

The school will ensure that

- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence.
- All staff are involved in the analysis of data so that they are fully aware of the requirements for Pupil Premium Funding.

Identification of Pupils

- The Headteacher, the Pupil Premium Champion and the Senior Leadership Team will be responsible for Pupil Premium provision, with specific delegated responsibilities taken by individual members (eg pupil progress data (JP), English and maths provision (CT and LW), welfare and inclusion support (AB, TA).

- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, but also therefore the additional funding.
- 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)

Quality First Teaching

We will continue to ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that quality first teaching (QFT) is provided throughout the school.

- All teachers will share good practice within the school and draw on external expertise.
- The school will provide high quality CPD.
- The senior leadership team will facilitate the improvement of assessment through joint levelling and moderation.

Individualising Support

“Everyone needs something, whatever that might be, and so they’re all getting something somewhere”

We will ensure that the additional support we provide is effective by;

- Looking at the individual needs of the child and identifying their barriers to learning.
- Aiming to accelerate progress, moving children to at least age related expectations (ARE) especially in English and maths, as well as in areas where eligible pupils show a particular aptitude, but where their parents’ financial circumstances prevent them from accessing specialist coaching or instruction.
- Tailoring interventions to the needs of the child.
- Allocating funding to a series of interventions grouped in progressive waves. The ultimate outcome of which will be that pupils will achieve their academic and personal potential.
- Funded interventions will include pastoral support where appropriate eg attendance support, family liaison, development of social skills.
 - Providing extensive support for parents to support their children’s learning within the curriculum.
 - Providing extensive support for parents to manage in times of crisis.
- Providing additional provision for SEN pupils which will be funded through a combination of any SEN funding and their Pupil Premium allocation where applicable.
- Recognising and building on children’s strengths to further boost confidence.
- Providing individualised interventions for set periods of time to support children in times of crisis.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils’ work, observations, learning enquiries, learning walks, case studies, and staff, parent and pupil voice.
- Assessment data is collected half termly in Year 2 and Year 6 and the impact of interventions is monitored regularly. For years 1, 3, 4 and 5 it is collected termly.
- Teaching staff and support staff regularly communicate with regards the progress and impact for individual children and interventions.
- Teaching staff will attend and contribute to regular pupil progress meetings.
- Regular feedback is given to children and their adults.
- We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Governing Body, pupils and their families, in making suggestions about Pupil Premium strategies and evaluating their outcomes.

Provision

Type of provision	Examples
Family Engagement	<ul style="list-style-type: none">• Breakfast Club, family support by Learning Mentors
Attendance	<ul style="list-style-type: none">• Breakfast Club• Staff time and commitment to attendance strategies and monitoring
Engagement in Learning and widening experiences	<ul style="list-style-type: none">• Educational visits, including Robinwood (or pro rata contribution to the overall cost)• Wellbeing support• Purposeful practice and positive play development eg play workers at playtimes, problem solving, film club, reward systems, sports activities
Accelerated Progress	<ul style="list-style-type: none">• Providing small group work focused on overcoming gaps in learning• 1-1 support from a teacher or teaching assistant• Additional group teaching and learning opportunities provided by trained TAs• Additional curriculum resources (fully or partly funded through Pupil Premium)• Staff CPD
Pupils as enablers	<ul style="list-style-type: none">• Monitor and mentor opportunities for pupils.

Reporting

It will be the responsibility of the Headteacher with support from the Pupil Premium Champion to produce Pupil Premium reports for the Governing Body, including the following:

- an account of the progress made towards narrowing the gap for socially disadvantaged pupils (Pupil Premium against non-Pupil Premium pupils);
- an outline of the provision that was made since the last meeting;
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision.

Members of the Governing Body will ensure that an annual statement is published on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils, and what the impact has been. Publication will include posting the statement on the school website.

Review

This Pupil Premium Policy was formally adopted by Rothwell Primary School in November 2015.

Chair of Governors: _____
(Mrs P. Walker)

Headteacher: _____
(Mr P. Durkan)

Next Review: May 2017