



Pupil Premium Policy

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Pupil Premium Policy

Rationale

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

All members of staff and Management Committee accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring school environment to ensure that they achieve as well as their peers. This is an essential, integral part of the supportive ethos of the whole school community.

Guidance

The pupil premium introduced in 2011 is a Government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived peers and to 'narrow the gap' between their achievement and that of their peers. The premium is provided in order to support these pupils in reaching their potential. It is in addition to any funding the pupil may receive to support their special educational needs.

The Government have used pupils entitled to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals. This fixed amount of money will increase every year of the course of this current Parliament. At WPES we will be using the indicator of those eligible for Free School meals as our target children to 'narrow the gap' regarding attainment.

The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'narrow the gap'. Schools will be accountable for narrowing the gap, and there is a planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the pupil premium compare with their peers. This expectation applies to special schools where there is a focus on expected rates of progress in comparison to national data sets.

Type of disadvantage pupil

Pupil Premium per pupil 2017-2018

Early Years Premium £300

Pupils in year groups to year 6 recorded as 'ever free school meals - £1,320

Pupils in year groups 7 to 11 as 'ever 6 FSM' - £935

Looked after Children (LAC) - £1,900

Pupils recorded as 'ever 6 Service children, or in receipt of Child Pension from Ministry of Defence - £300

Aims

In order to meet the above requirements, the Governing Body of WPES will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priority in the academic year 2016-2017 will be focussed on 'narrowing the gap' for those pupils not on track to achieve the individual targets set for them.

As part of the additional provision made for pupils who belong to vulnerable groups, the Management Committee of the WPES will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings, and planned and recorded intervention strategies.

The range of provisions in place part funded by the Pupil Premium include:

Additional Pastoral Support (and Social, Moral, Spiritual and Cultural opportunities) –

WPES has daily breakfast clubs which are open to all as part of the regular school day. This is funded by the school and encourages good attendance and includes valuable mentoring time at the beginning of the school day.

Trained counsellors are employed in addition to the school pastoral team to support the more vulnerable pupils to cope successfully with the demands of school.

Additional teaching and learning opportunities – extra- curricular trips play an integral role in supporting academic attainment. The take up of extra- curricular activities is monitored to make sure that vulnerable pupils and pupils on FSM do not miss out on these opportunities. These include sports events, social outings and educational/cultural visits.

Alternative support and intervention - One to one support is provided and intended to benefit pupils who are behind age appropriate national benchmarks in literacy and numeracy. This includes paired reading and catch-up programmes.

The Heads of Centre will maintain an ongoing programme of support for socially disadvantaged or vulnerable pupils, which will be monitored by the Headteacher and the main Management Committee.

Reporting

It will be the responsibility of the Headteacher, in conjunction with the SENCO, to produce a yearly report for the Management Committee: The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils. An outline of the provision that was made during the term since the last meeting.

An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with pupils who do not receive this support.

The Management Committee will consider the information provided in the light of the data relating to the progress of the schools socially disadvantaged/ vulnerable pupils in conjunction with national data sets.

The Management Committee will ensure that there is an annual statement to the parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

Success Criteria

The evaluation of this policy is based on how quickly the school can 'narrow the gap' between socially disadvantaged pupils and their peers. Targets will be identified and evaluated annually and included in the School Development Plan.

The success criteria for the Pupil Premium Policy are:

- Creating a positive school atmosphere in which pupils 'differences' are recognised and valued as full members of the school community; developing confident and independent learners.
- Having a Service- wide approach for identifying, assessing and monitoring pupils' progress.
- Having early intervention and support for socially disadvantaged children in place with robust procedures to monitor and evaluate their effectiveness
- Ensuring that the vast majority of socially disadvantaged children will meet their individual targets and the gap between their achievement and their peers will be 'narrowed'
- Having effective WPES support in place for parents.
- Ensuring that no one is excluded from participating in whole Service events, school trips/visits or extra-curricular activities due to family circumstances.

Appeals

Any appeal in connection with the disposition of the pupil premium funding will be dealt with through the Management Committee appeals panel.

Appendix A : Justification for the rationale of The Pupil Premium Policy

Within WPES, we believe that **all** Pupils' have the right to succeed, to feel valued and to develop the skills and attributes to be life-long learners. Our approach starts with the unique pupil, and centres on individual needs and next steps to ensure progress both academically, and beyond the curriculum. Investing in Pupils' emotional well-being and developing the skills they need for the future are just as significant as ensuring academic success.

At WPES the needs of pupils eligible for Pupil Premium vary greatly across the Service, with individuals requiring very different programmes of support. Ensuring a creative, rich and varied approach to enhancing disadvantaged pupils' learning and development is essential to ensuring individual needs are met.

We aim to ensure we spend our Pupil Premium Grant on things that are effective in making a positive difference to our disadvantaged Pupils', helping to combat their barriers to learning and close any gaps in achievement. Furthermore, we aim to enrich the lives of our most vulnerable pupils, offering wider learning and development opportunities, and enhancing well-being and sense of self.

Objectives in spending PPG:

- To remove barriers to learning for disadvantaged Pupils'
- To support social and emotional development enabling disadvantaged Pupils' to learn effectively
- To provide quality-first teaching, including high quality, immediate feedback and enhanced levels of support
- To accelerate pupil progress and raise attainment
- To broaden experiences and widen opportunities for Pupils'
- To develop the 'whole-pupil' by providing an enriched, holistic curriculum
- To enrich relationships with families to effectively support Pupils'
- Strategy for using the funding

We are dedicated to increasing the rate of progress and overall achievement for targeted Pupils' through four key areas:

- Focus on learning in the curriculum – strategies that support pupils to learn more effectively
- Focus on social, emotional and behavioural needs – strategies that remove social and emotional barriers to learning; develop pupils' well-being and self-esteem so that they learn more effectively in the classroom; empower pupils the strategies they need to be successful
- Focus on enrichment beyond the curriculum – strategies that enhance the opportunities for disadvantaged pupils; widen pupils' experiences; offer opportunities for leadership and success; develop life-long learning skills
- Focus on families – strategies to enhance parental relationships in order to better support pupils; develop parenting skills; give parents better skills to support their Pupils' learning and development.

Measuring the Impact of PPG spending:

We regularly measure the impact or effect of our Pupil Premium strategies and initiatives using a range of methods including:

- analysis of achievement data (pupil progress and the standards they attain) to see if we are successfully closing any gaps;
- specifically tracking their progress in the intervention programmes they are on, and other support they and their families receive, to see if they are working using our whole school provision map and pupil progress meetings, leading to an in-depth discussion and guidance from the Leadership, SENCO on how best to help each individual pupil as well as groups of pupils;
- dedicated, solution-focused "narrowing the gap" progress meetings in which all disadvantaged Pupils' (including higher ability PP Pupils' and those identified as 'school vulnerable') are discussed in detail with member of the Leadership Team, gaps in learning are identified, specific short-term targets are set as well as agreed strategies to ensure the identified need is met quickly.

The effectiveness of strategies to overcome their barriers to learning are constantly monitored and evaluated, through conversations with teachers, Leadership Team monitoring of pupils and analysis of learning achievements;

- intervention programmes and to ensure they are being delivered well and are targeted on the Pupils' who will benefit most from them to maximise their effectiveness and impact;
 - directly comparing the quality of work and progress in their books to that of the other Pupils' in the class;
 - analysis of other relevant key indicators such as attendance, punctuality, behaviour;
 - drawing information from other relevant records as well as information relating to Social Care involvement, safeguarding and pupil protection.
- (i) We use this information to decide which strategies are working well, which can be expanded and developed further. If an approach is having little effect it may need to be targeted on different Pupils', improved, or abandoned and replaced with something better. We always aim to ensure that approaches provide the best value for money and are selected for their greatest impact on pupils' development.
 - (ii) how the pupil premium allocation is to be spent to address those barriers and the reasons for that approach
 - (iii) how the school is to measure the impact and effect of its expenditure of the pupil premium allocation
 - (iv) the date of the school's next review of its pupil premium strategy

	Area of Focus	Identified barriers to learning	Desired outcomes	Success criteria
A	Learning in the Curriculum	<p>Many disadvantaged Pupils' the Service with below expected levels of attainment due to a history of challenging behaviour culminating in FTE.</p> <p>Across the school, PPG needs are specific to individuals, so there needs to be a robust system for identifying gaps for individuals with specific targets which are rigorously monitored.</p> <p>14% of pupils who are entitled to PPG are also SEN.</p> <p>A few pupils have poor engagement and attitudes to learning which affects their ability to learn effectively.</p>	<p>To ensure PP pupils have the necessary communication and language skills required to access learning and the curriculum.</p> <p>To ensure the needs of ALL pupils are effectively met. To continue to close the gap between pupils eligible for PPG and others, and to ensure more PPG Pupils' are making accelerated progress to ensure they are attaining the expected standard (or higher) in Reading, Writing and Maths.</p>	<p>Communication and Language needs are effectively targeted and met from EYFS to KS4. Pupils' rapidly catch up with peers.</p> <p>Barriers to learning for individuals are established early. Gaps in learning are identified.</p> <p>Pupils with SEND have effective plans which robustly track and monitor progress.</p> <p>Disadvantaged pupils' attainment is more in line with other pupils nationally. Disadvantaged pupils (without SEN), who are not secure, make accelerated progress.</p>
B	Social and Emotional Needs	<p>A large number of pupils eligible for PP are PPG+ and need support with attachment and well-being in order to make progress, both academically and emotionally/socially.</p> <p>Other pupils eligible for PP, who are not PPG+, also need support with emotional, social and behavioural difficulties in order to ensure high levels of well-being,</p>	<p>Pupils with attachment difficulties and those requiring emotional, social and behavioural support are effectively supported to enable them to achieve a high sense of well-being and as a result, improved academic progress.</p>	<p>Impact is seen on Pupils' social and emotional development. This may be through:</p> <p>Improved well-being and self-esteem</p> <p>Improved relationships</p> <p>More positive attitudes to learning, with effective behaviours for learning</p>

		engagement and involvement in learning.		Development of life-long learning skills (Resourcefulness, Reciprocity, Relationships, Reflectiveness)
C	Enrichment beyond the curriculum	A number of pupils have limited access to enrichment opportunities outside of school.	Pupils with limited experiences, poor self-esteem and attitude to learning receive enrichment opportunities that enhance their understanding of the world, feelings of well-being and result in a more positive attitude towards self, school and learning.	A range of enrichments are provided which match Pupils' needs. Pupils' have access to opportunities that they might not otherwise have accessed. Pupils' are offered opportunities to excel beyond the curriculum.
D	Families	Some pupils have poor attendance, which impacts on their achievement. Families need to be appropriately supported to ensure attendance improves. Some pupils have families who need effective support to enable their Pupils' to make progress e.g. parenting support, support to engage with school, support with their Pupils' learning, and nurture support.	Attendance improves which impacts positively on pupil's attainment and well-being. Families feel well supported to enable their Pupils' to progress. Parents have increased awareness of entitlement to Pupil Premium.	Attendance rates for PP pupils improve so that they are more in line with National data. Effective support is provided through 1:1 meeting, support groups, parent support initiatives. Increased staff confidence to accelerate learning through enhanced relationships/ conversations with parents. Pupils receive the benefits to which they are entitled.

Desired Outcome	Action/Approach	Evidence and Rationale	
	A. Learning in the curriculum (quality of teaching for all)		
To improve pupils communication and language skills, particularly in KS1-4	<p>SALT support: Three TAs (P/T) to identify and effectively support pupils whose language and communication skills are proving a barrier to progress (SALT) Planning and delivering personalised SALT support to pupils. Liaison with SALT service, teachers, parents.</p>	<p>Poor language and communication skills are a barrier to accessing learning, and often result in negative behaviours and difficulties in forming successful relationships. SALT provision provided is highly effective, as evidenced through pupils' progress and feedback from the schools' assigned Speech and Language Therapist.</p>	
To raise pupil attainment in reading, writing and maths.	<p>Teaching Assistants: To support individuals and groups of pupils throughout the Service</p>	<p>Focus on quality first teaching, with highly skilled TAs enhancing in-class learning alongside the class teacher. Supporting whole class teaching, small group work and individual support. Approach based on research evidencing the high impact of effective feedback for ALL pupils, particularly those who are disadvantaged, and the importance of TAs supporting pupils in class so that the most disadvantaged receive first class teaching from the class teacher.</p>	
To raise pupil attainment across the curriculum	<p>Context linked books packs for identified disadvantaged pupils.</p>	<p>. Enhancing pupils understanding through a pre-learn approach will enable pupils to come to class learning informed and with prior knowledge, increasing confidence and ability to learn. Pupils and families will also be equipped with quality texts to support their learning outside of school.</p>	

<p>To raise pupil attainment and well-being Also links to: <i>D. Support for Families</i></p>	<p>Further establishing and promoting a whole school ethos and vision towards understanding, supporting and including adopted Pupils' and their families. Furthermore, engendering a climate of inclusion for all which permeates through all pupils, families, staff and the wider community.</p>	<p>To ensure ALL disadvantaged pupils, particularly those entitled to PPG+, and their families receive a programme that supports their needs and develops their academic progress. The programme will involve:</p> <ul style="list-style-type: none"> • Devising a clear vision for our school • Setting up a taskforce • Involving all stakeholders • Identifying families and needs • Re-thinking relationships • Partnership • Behaviour and strategies • The outcomes will be wide reaching and impact all pupils with attachment difficulties and those with SEN. Many approaches will benefit all pupils and families in school, raising achievement for all. 	
A. Learning in the Curriculum (targeted support)			
<p>To meet the gaps identified in pupils learning to accelerate progress and attainment</p>	<p>Precision teaching Teaching Assistants delivering daily targeted support for identified pupils from across the Service</p>	<p>One of the most effective teaching strategies for ensuring high levels of fluency and accuracy is Visual Learning Strategies. Precision teaching is targeted to meet gaps identified in pupils learning. Carefully designed tasks allow Pupils' to practise key skills until they are fluent. It provides the mechanisms for assessing and monitoring progress. Visual Learning lets you monitor and track the progress the pupil makes very carefully and make changes to ensure the pupil is learning as fast as they can.</p>	
<p>To raise pupil confidence and attainment in reading.</p>	<p>Reading Project Provision of daily structured one-to-one support for learners who find reading difficult.</p>	<p>Reading Project prioritises the reading of 'real books' with disadvantaged pupils to engender a love of books and reading. Reading Project also supports the development of essential reading skills including comprehension, inference and decoding. The pupil shares in the experience by reading the text to the adult. This book is then taken home by the pupil to share with key questions and prompts for parents.</p>	

To improve attainment in reading.	Read Write Ink, Systematic daily support for pupils' who are not at the expected standard in reading in across the Service.	Read Write Inc offers pupils personalised phonics and comprehension support through adaptive assessment technology, so that individual needs are specifically targeted. Lexia will be used at school and at home. Action research carried out by SENCO identified clear progress for Pupils' accessing Read Write Inc Positive pupil and parent feedback. Significant progress in reading Age checks made by pupils using Lexia.	
To improve attainment in reading via SALT	For targeted pupils' across the Service	To monitor usage, update class teachers on progress and identify where Pupils' are stuck. TAs will offer targeted support to pupils who need it, ensuring progress.	
B. Social and Emotional Needs			
To improve personal, social and emotional well-being. To improve pupil's ability to access the curriculum.	Provide a range of interventions to support and develop Pupils' emotional and social needs addressing and removing barriers to learning. Including: •	When pupils social and emotional needs are met, they feel safe, happy and have a positive sense of well-being, allowing them to learn effectively. Providing highly effective in-school nurture provision allows pupils emotional needs to be supported quickly and effectively by a dedicated and highly-trained team of Teaching Assistants.	
To provide targeted counselling support for pupils with emotional and behavioural difficulties.	<ul style="list-style-type: none"> • 1 to 1 counselling • Parent counselling • liaison with teachers • Family Support • Play Therapy 	Supporting Pupils' mental well-being is critical to enabling them to access school life, including learning and the curriculum. Support for individuals to cope with emotional and behavioural difficulties has a positive impact on the whole class, and ensures teachers are able to focus on teaching.	

To develop core skills to engender motivated, successful life-long learners	<p>Prioritised places for disadvantaged Pupils'</p> <p>Planning to develop the areas of need for individuals e.g. team building for those struggling with relationships.</p>	<p>Supporting all pupils to develop key life skills, with increased impact on disadvantaged pupils:</p> <ul style="list-style-type: none"> • Self-Awareness • Self-Regulation • Intrinsic motivation • Empathy • Good social communication skills • Independence <p>A positive mental attitude, self-esteem and confidence</p> <p>Developing these skills through Forest School at KS1/2 has wide reaching implications for disadvantaged pupils who feel empowered and display more positive attitudes towards themselves, others and their learning.</p>	
C. Enrichment beyond the Curriculum			
To enable pupils to access extra-curricular activities (inclusion)	Visits across the service to support enriching the curriculum	All disadvantaged Pupils' can participate in this experience.	
To subsidise the cost of educational visits for eligible pupils.	To enrich the curriculum.	Educational visits offer a rich experience for all Pupils', but have increased impact on disadvantaged Pupils' who may not otherwise access the opportunity.	
D. Families			
To support effective transition into school and improve pupil punctuality and attendance	<p>Breakfast Club:</p> <p>Provided across the Service</p>	<p>To allow small sessions with intensive support from experienced staff, including Higher Level TAs</p> <p>Support for selected individuals to ease their transition into the school day, ensure punctual attendance and provide a nutritious breakfast alongside nurture care before school.</p>	
To engage parents and improve parenting skills to better support learners at home.	<p>Parenting Groups offered by the SENCO.</p> <p>Open afternoons to support further school parental engagement</p>	Engaging parents within the school as many have become disillusioned about the school system prior to arrival within the service.	