



PUPIL PREMIUM POLICY

Reviewed December 2023

Pupil Premium Lead: Mrs S Goodsell

Pupil Premium Governor: Mr A Main

Aims:

At Monkshouse School we have high aspirations and ambitions for all our children and we are determined to ensure that our children are given every chance to realise their full potential, whatever their individual and family circumstances. We strongly believe that by creating a school culture where we can inspire a passion and thirst for knowledge and a dedication to learning, we can make a difference.

Background:

The pupil premium is a government initiative that targets money at pupils from disadvantaged backgrounds. Research shows that these pupils underachieve compared to their peers. The premium is provided to enable these pupils to be supported to reach their full potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and children of service personnel as indicators of deprivation. They have provided a fixed amount of money for schools based on the numbers registered for FSM. This policy outlines how the school will ensure it is spent to maximum effect.

The Governor with responsibility for pupil premium is Alistair Main.

Context:

When making decisions about using pupil premium funding it is important to consider the context of the school and the challenges faced. Common barriers to learning for these 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 may prevent the children from flourishing. The challenges are varied and there is no, 'one size fits all'.

Principles:

By following the key principles below the staff and Governors of Monkshouse School believe that we can maximise the impact of our pupil premium spending.

Building a culture of achievement

We will ensure that:

- Staff support all children to develop positive attitudes to learning
- Adults believe that all pupils can succeed
- Staff adopt a solution-focussed approach to overcoming barriers to learning.

Identification of Pupils

We will ensure that:

- All staff are aware of who pupil premium and vulnerable children are
- All pupil premium pupils benefit from the funding not just those who are under-performing
- Expectations are high for all pupils. We do not equate deprivation and challenge with low ability
- Interventions are adapted or changed if they are not working
- No excuses are made for under-performance
- Data is promptly analysed so we are fully aware of what is working and what is not.
- Children's individual needs are considered carefully so that we provide support for those children who could be doing, 'even better if

Provision of Quality First Teaching:

We will continue to ensure that all children across the school receive at least good teaching, with increasing percentages of outstanding by using leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of key learning policies eg marking and feedback
- Sharing good practice within school and draw on external expertise
- Provide high quality CPD
- Improve assessment through both internal and external moderation.

Increasing learning time

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

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extra-curricular enrichment

Individualising support:

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

- Carefully considering the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly so that additional interventions have an impact in the classroom
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise where necessary
- Tailoring intervention to the needs of the child
- Recognising and building on children's strengths to further boost confidence.

Support may include:

- Pre-teach/Reteach
- Scooping (targeted sessions)
- Talk Time
- Support for social and emotional needs
- Residential trips and educational visits

- Verbal feedback time
- Early intervention
- Speech and Language support
- In – class TA support
- Reading opportunities

At Monkshouse we also use the funding to support disadvantaged families with the provision of before and after school wrap-around care and uniform.

Data Analysis

We will ensure that:

- The school will track the attainment of pupils covered by the Pupil Premium carefully and use achievement data to check whether interventions or techniques are working and make adjustments accordingly.
- The SLT and assessment coordinator have responsibility for tracking progress and progress meetings are held with the class teachers.
- Progress is reported to the Curriculum and Standards sub-committee of the Governing Body and the Governor with responsibility for Pupil Premium.
- Pupil Premium pupils will always be on the agenda of Pupil Progress meetings and their progress, and the provision made for them discussed and reviewed. This data enables senior leaders and governors to track progress accurately and to compare attainment of disadvantaged pupils with non-disadvantaged pupils.
- The school uses external research evidence (Ofsted subject reports, other schools, Sutton Trust etc) to support us in determining the strategies that will be the most effective.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – attainment and progress data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice – to try to ensure that progress and attainment are at least in line with non-disadvantaged children, both in school and nationally
- Assessment Data is collected regularly so that the impact of interventions can be monitored and provision for individuals and groups can be adjusted accordingly
- Assessments are closely moderated to ensure they are accurate to inform the processes in place
- PPM inform appropriate provision for the identified children
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working, as evidenced during the monitoring process.
- The impact of interventions on behaviour and attitudes to learning is also monitored.
- The Headteacher maintains an overview of Pupil Premium spending.
- A governor with responsibility for Pupil Premium or the Chair of the Curriculum and Standards sub-committee will challenge the school leadership on the performance of disadvantaged children across the school.

Reporting

When reporting about pupil premium funding we will include:

- Information about the context of the school

- Objectives for the year
- Nature of support and allocation
- An overview of spending
- A summary of the impact of PPG

The Headteacher will report to the Governing Body, via the Headteacher's report and the Curriculum and Standards sub-committee report to Governors on the progress that Pupil Premium pupils make and the comparison between them and their non-disadvantaged peers.

The Governing Body will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

Parents and Carers of children eligible for the Pupil Premium funding will be kept informed of their children's progress through formal parent consultations and reports and informal conversations through our 'open door' policy. We help parents/carers to support their children through our programme of parent meetings and workshops. Each class holds a parent/carer information meeting 3 times a year.

Accountability

- National Performance tables show the attainment of Pupil Premium children compared to their non-disadvantaged peers
- Ofsted inspections.
- Pupil Premium reviews
- Progress on diminishing the difference is monitored by the SLT and the Curriculum and Standards sub-committee.

Signed_____ Chair of Governors

Signed_____ Headteacher

Date_____